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ABSTRACT

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates to obtain information on jobs, career satisfaction, salaries, transfer to other institutions, and the impact of PVCC on careers and further education. Findings from the survey of 1989-90 PVCC graduates, based on responses from 48.2% of the 224 students who graduated that year, included the following: (1) over 40% of the respondents were employed in full-time jobs related to their fields of study at PVCC, and most were either very satisfied (29.6%) or satisfied (63%) with their current jobs; (2) the mean annual salary earned by respondents was $19,652; (3) most of the respondents believed that PVCC provided excellent (40.3%) or good (51.9%) academic preparation for jobs; (4) almost all respondents believed they were academically better (37.7%) or equally (54.5%) prepared in comparison with other new employees in the same career fields; (5) the average grade point average of respondents who were attending four-year colleges or universities was 2.883; (6) the majority of respondents who transferred to four-year institutions believed that PVCC provided excellent (33.3%) or good (61.9%) academic preparation for transfer; and (7) most PVCC graduates attending four-year institutions believed that the quality of instruction was equal to that received at PVCC. Extensive data tables, the questionnaire, cover letters, and selected respondent comments are provided. (JMC)

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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1989-90

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Brief No. 91-9

PVCC Institutional Research Brief October 1991

RESULTS OF THE FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1989-90

This brief highlights key findings reported in *Follow-up Survey of PVCC Graduates of the Class of 1989-90* (PVCC Institutional Research Report No. 6-91, October 1991). Students graduating from PVCC in Summer Session 1989, Fall Semester 1989, and Spring Semester 1990 were surveyed in the winter and spring of 1991 to determine what jobs they had obtained, which schools they were attending, how much they earned, how satisfied they were with their employment or schooling, and what impact PVCC had had upon their careers and education.

Major findings included:

1. Most 1989-90 PVCC graduate survey respondents found meaningful and satisfying employment. Over 40% of the respondents were employed in full-time jobs related to their fields of study at PVCC. Most were either very satisfied (29.6%) or satisfied (63%) with their current jobs, and nearly one-half planned to pursue these jobs as long-range careers.

2. Jobs held by survey respondents included nurse (19%), secretary (10.2%), business manager (5.1%), respiratory technician (5.1%), and sales clerk (5.1%).

3. The mean, or average, annual salary earned by 1989-90 graduate survey respondents was $19,652, and the median, or midpoint, salary was $20,000. The highest salary reported was $35,000 and the lowest $2,080. The distribution of salaries was fairly normal, with 45.7% of all respondents earning less than $20,000 and another 45.7% earning between $10,000 and $25,000. The mean salary for males was higher than that for females, but the median salary for females was higher than that for males. Generally, older respondents earned more than younger respondents.

4. Over 90% of the survey respondents believed that PVCC provided excellent (40.3%) or good (51.9%) academic preparation for jobs. Only 7.8% believed PVCC provided fair academic preparation, and none of the respondents believed it provided poor academic preparation.

5. Almost all survey respondents felt they were academically better (37.7%) or equally (54.5%) prepared in comparison to other new employees within the same career fields. Only 7.8% felt they were not as well prepared.

(Continued on reverse side)

6. More 1989-90 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to the University of Virginia than to any other institution. Two other institutions--James Madison University and Mary Baldwin College--enrolled large numbers of survey respondents. The most popular fields of study at four-year institutions were business related (business administration, management, accounting, etc.).

7. Most 1989-90 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 2.883. The lowest GPA reported was 1.100 and the highest was 3.800.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (33.3%) or good (61.9%) academic preparation for transfer. None of the respondents felt that PVCC provided poor preparation. Most respondents also believed they were better (37.5%) or equally (52.5%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that the grading practices were the same at both schools, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at transfer colleges.

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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1989-90

INTRODUCTION

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates. Questions are asked concerning jobs, career satisfaction, salaries, study at other colleges and universities, and the impact PVCC has had upon the careers and further education of the graduates. The information is used to improve academic programs and college services.

This study reports the results of the fifteenth of these graduate follow-up surveys. The survey was conducted for graduates of the class of 1989-90 (those students graduating from PVCC in Summer Semester 1989, Fall Semester 1989, and Spring Semester 1990).

METHODOLOGY

In terms of format and content, this year's report is similar to last year's. All information is descriptive in nature and is presented in narrative, tabular, and graphic form.

As was the case with 1988-89 graduates, 1989-90 graduates were surveyed twice. The first survey was conducted during graduation rehearsal. The major purpose of this survey was to obtain correct addresses for all graduates. Nine months after graduation, the graduates were sent the follow-up survey (see Appendix A). Those not responding to the follow-up survey were contacted two additional times (see Appendix B).

DEMOGRAPHIC AND ENROLLMENT CHARACTERISTICS

Of the 224 graduates of the class of 1989-90, 108 returned completed surveys for a response rate of 48.2%. This was much lower than the 54.2% response rate for the class of 1988-89 and lower than the response rates for the two classes previous to that (57.1% for 1987-88 graduates and 61.2% for 1986-1987 graduates). This marked the first time that the response rate for a graduating class was under 50%.

As can be seen in Table 1, the response rates by sex, race, age, and residence, varied somewhat from the overall response rate. Females were much more likely to complete surveys than males, minority students had a lower response rate than non-minority students, and graduates from outside the college's service region were more

likely to complete surveys than those from within. Although graduates receiving the AA degree had a much higher response rate than those receiving the AS and AAS degrees, or certificates, the response rates of college transfer graduates was approximately the same as that for occupational/technical graduates (see Table 2).[1]

Demographic and enrollment characteristics of survey respondents were generally the same as those of all graduates. In terms of sex, most graduates were female (58.5% of graduates and 62.9% of respondents), and in terms of race, most were white (92.0% of graduates and 94.4% of respondents). Approximately one-third of the graduates were between the ages of 25 and 35 (34.0% of graduates and 34.2% of respondents).

AAS degrees were received by nearly 50% of all graduates (48.5% of graduates and 45.5% of respondents). More than one-third received AS degrees (37.8% of graduates and 38.2% of respondents), and the remainder received AA degrees (7.5% of graduates and 10.8% or respondents or certificates (6.2% of graduates and 5.5% of respondents).

Although the response rate did not exceed 50%, the fact that demographic and enrollment characteristics of respondents mirrored those of all graduates leads to the conclusion that most information contained in this study is representative of all graduates of the class of 1989-90.

---

[1]College transfer graduates are those receiving the Associate of Arts (AA) or Associate of Science (AS) degree; occupational/technical graduates are those receiving the Associate of Applied Science (AAS) degree or a certificate.

EMPLOYMENT

Slightly under one-half of all 1989-90 PVCC graduates responding to the survey were employed in full-time jobs related to their fields of study at PVCC (see Figure 1). Approximately one-third were employed in either full-time jobs unrelated to their study at the college or in part-time jobs. More of the part-time employees worked in jobs unrelated to their study at PVCC than did in jobs related (11.3% of all respondents had part-time, unrelated jobs and 7.5% had part-time, related jobs).

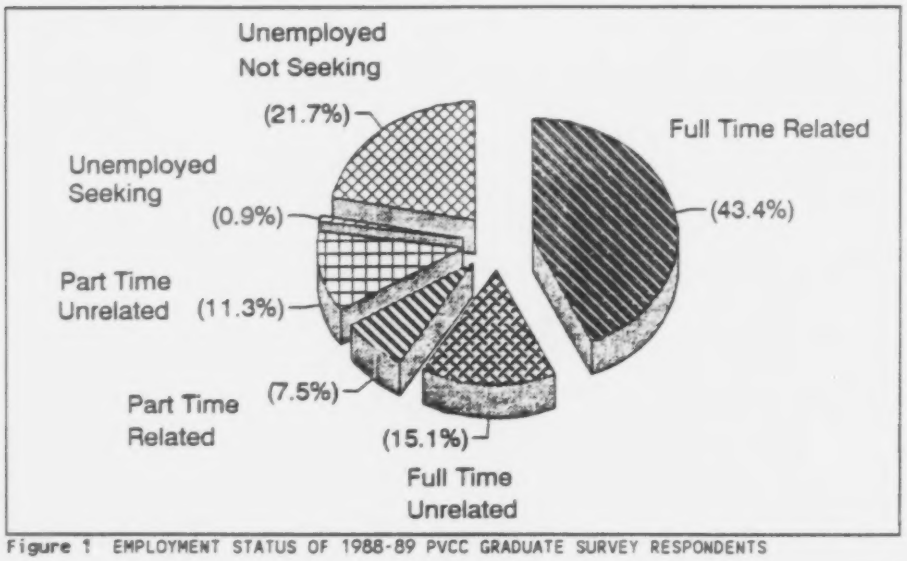

Figure 1 EMPLOYMENT STATUS OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS

Nearly one-quarter of the survey respondents declared that they were unemployed, but of these, only one (4.2%) was seeking a job. Those not seeking employment were typically full-time students, homemakers, or retired persons.

The average number of hours worked per week by respondents holding full-time jobs was 41. The actual number ranged from 35 to 72. The average number of hours

worked per week by respondents with part-time jobs was 31 for those with jobs related to their fields of study and 22 for those with jobs unrelated to their fields of study.

The employment status of all respondents by degree and program is shown in Table 3. As has been the case with all graduating classes, the percentage of college transfer graduate respondents (AA and AS degrees) employed in full-time jobs was much lower than that of occupational/technical respondents (AAS degree or certificate), and the unemployment much higher. This is because the purpose of all college transfer curricula is to transfer to a four-year college or university, and that of occupational/technical curricula is to acquire technical job skills. In this respect, many of the part-time and unemployed college transfer students were enrolled in four-year college or universities, and cannot truly be considered as unemployed.

The employment status of 1989-90 graduates was quite similar to that of 1988-89 graduates. As can be seen in Table 4, the percentage of 1989-90 graduates employed in full-time jobs was slightly higher than the percentage of 1988-89 graduates but lower than that of most previous graduating classes. The percentage of 1989-90 graduates who were unemployed was lower than the percentage of 1988-89 graduates, but unlike 1988-89 graduates, only one 1989-90 graduate was seeking employment.

The employment status of 1989-90 graduate survey respondents by job category is shown in Table 5. Most jobs were full-time and related to the respondents' study at PVCC (56.4%). As has been the case during the last several year, more respondents were employed as nurses than as anything else (19.2%). Other jobs held by four or more

respondents included secretary (10.3%), respiratory technician (5.1%), and sales clerk (5.1%). Twenty-seven respondents (34.6%) checked "OTHER" for job category.

Eighteen survey respondents (33.3%) indicated they obtained their jobs before attending PVCC, 37 (45.7%) indicated they obtained their jobs while attending PVCC, and 26 (32.1%) indicated they obtained their jobs after graduating from PVCC. Table 6 presents information on when jobs were obtained by PVCC graduate respondents for the graduating classes of 1981-82 through 1989-90.

Twenty survey respondents indicated they had participated in PVCC's co-operative education program (Co-op) while attending the college. Five respondents also indicated they had obtained their current jobs as a direct result of participation in Co-op.

JOB AND CAREER SATISFACTION

As has been the case with all graduating classes from PVCC, job satisfaction of 1989-90 graduate survey respondents was quite high (see Figure 2). Over 90% of the respondents reported they were either very satisfied (29.6%) or satisfied (63%) with their current jobs. None of the respondents indicated they were dissatisfied, and only 6 indicated they were not very satisfied (7.4%). For the most part, college transfer graduates were less satisfied with their jobs than occupational/technical graduates, but this is probably due to the fact that college transfer programs are not designed to prepare students for jobs or careers but for transfer to four-year colleges or universities.

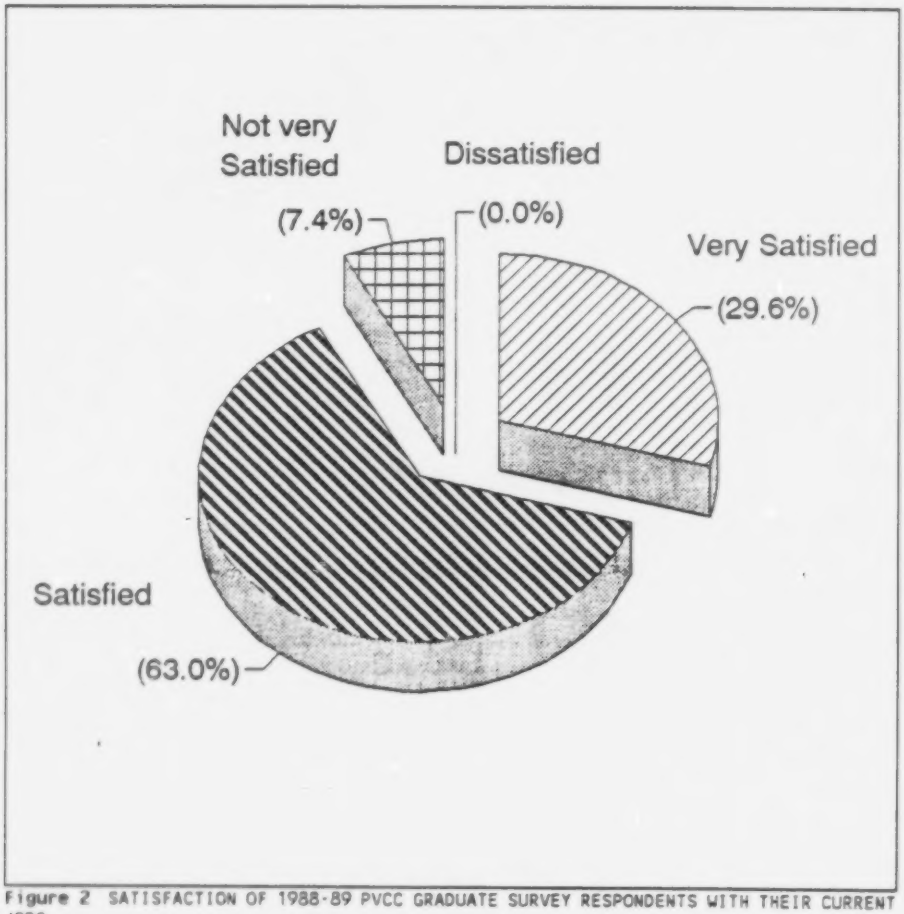

Figure 2 SATISFACTION OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS WITH THEIR CURRENT JOBS

The 1989-90 graduate survey respondents were more satisfied with their jobs than any previous PVCC graduating class. As can be seen in Table 7, 7.4% of the 1989-90 graduating class were not very satisfied or dissatisfied with their jobs, in contrast to 9.8% of the 1987-1988 survey respondents, 12.6% of the 1987-88 respondents, and 15.9% of the 1986-87 respondents.

The job satisfaction of 1988-89 survey respondents by job category is presented in Table 8. In all categories except one (secretary), the majority of respondents indicated they were either very satisfied or satisfied.

Closely related to job satisfaction is career stability. Those satisfied with their jobs are likely to continue working within the same career field, while those dissatisfied will probably change not just jobs but careers as well. Surprisingly, although 1989-90 graduates were quite satisfied with their jobs, less than half intended to pursue those jobs as long-range careers.

As can be seen in Table 9, 46.3% of all graduates indicated they would pursue their current jobs as long-range careers, while 31.7% indicated they would not, and 22% were undecided. In all other graduating classes, over 50% of the respondents intended to pursue their current jobs as long-range careers.

The intention of 1989-90 graduate survey respondents to pursue their current jobs as long-range careers by job category is presented in Table 10. Jobs which most respondents saw as long-range careers included lab technician, nurse, business manager, respiratory technician, and electronics worker. Jobs which over half of the respondents did not see as long-range careers included secretary and child care worker.

The job category with the most respondents, nurse, was generally viewed as a long-range career. Fourteen nursing respondents reported they would pursue their jobs as long-range careers, and one reported he or she was undecided.

PVCC PREPARATION FOR JOBS

The preparation for jobs and careers provided by PVCC was rated quite highly by most of the 1989-90 graduate survey respondents. Over 40% of all respondents indicated that the academic preparation they received at PVCC was excellent with respect to their current job (see Figure 3). Over 50% indicated that the academic pre-

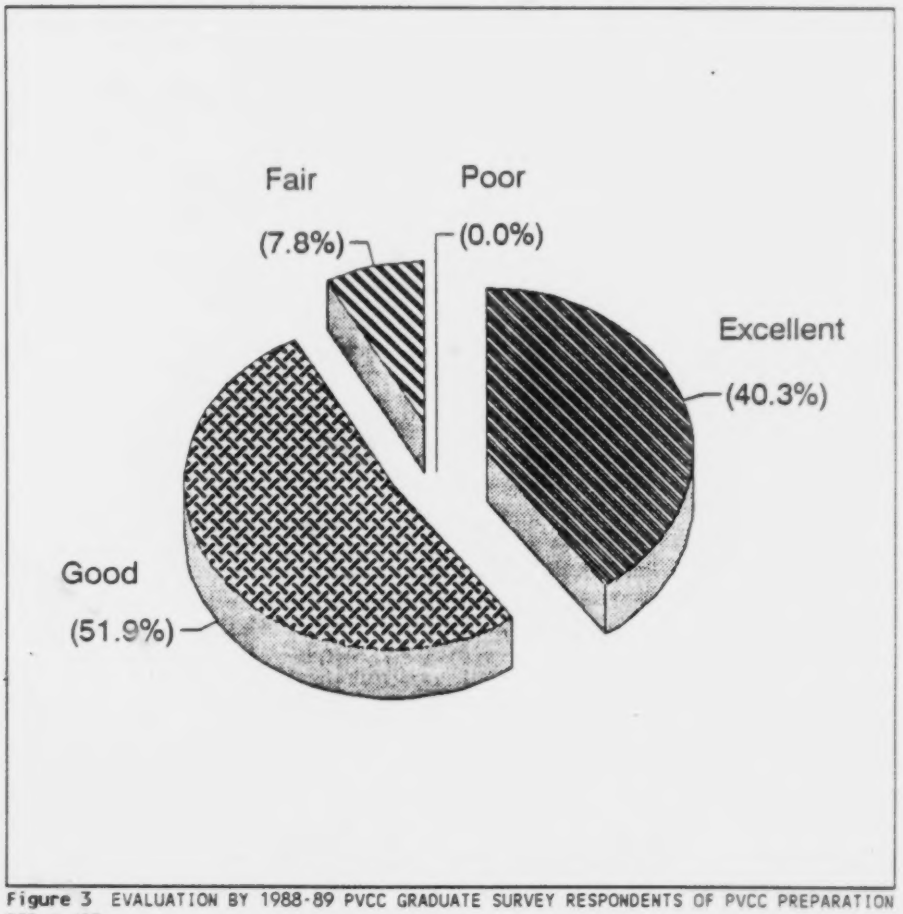

Figure 3 EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF PVCC PREPARATION FOR A JOB

paration was good. Only 7.8% indicated that the academic preparation was fair, and none of the respondents indicated it was poor.

The evaluation of academic preparation for employment by academic program by 1989-90 survey respondents is shown in Table 11. For the most part, respondents felt their programs provided excellent or good preparation for their current jobs. However, the number of respondents in most programs was too small for meaningful conclusions about the programs to be drawn.

The evaluation of their academic preparation for employment by the 1989-90 graduate survey respondents was quite similar to that of previous graduating classes (see Table 12). While the percentage of 1988-89 respondents indicating excellent preparation was the ever, the percentages indicating good preparation was the lowest since the class of 1984-85.

One might expect a high correlation between positive evaluations of PVCC academic preparation and full-time, job-related employment status. After all, it seems logical that those who secure jobs for which their education has prepared them are more likely to rate an educational institution highly than those who do not. One might expect an even greater correlation between positive evaluations and high job satisfaction. Logically, one would assume that graduates dissatisfied with their jobs are more likely to be dissatisfied with their academic preparation than those high satisfied with their jobs.

For the most part, these expectations were true for 1989-90 graduate survey respondents. As can be seen in Table 13, only 6% of respondents in jobs related to their study at PVCC rated their academic preparation at the college as either fair or poor. On

the other hand, 9% of all respondents with jobs unrelated to their fields of study at PVCC rated their academic preparation as either fair or poor.

With respect to job satisfaction, 95% of those very satisfied with their jobs rated their PVCC academic preparation as either excellent or good, and 93.7% of those satisfied with their jobs rated their preparation as excellent or good. Yet only 75% of those not very satisfied rated their preparation as excellent or good.

Another way of gauging the impact of a PVCC education with respect to career preparation is to determine whether PVCC graduates are better prepared academically than other employees within the same jobs and career fields. As can be seen in Figure 4, the vast majority of 1989-90 graduate survey respondents felt they were better or equally prepared.

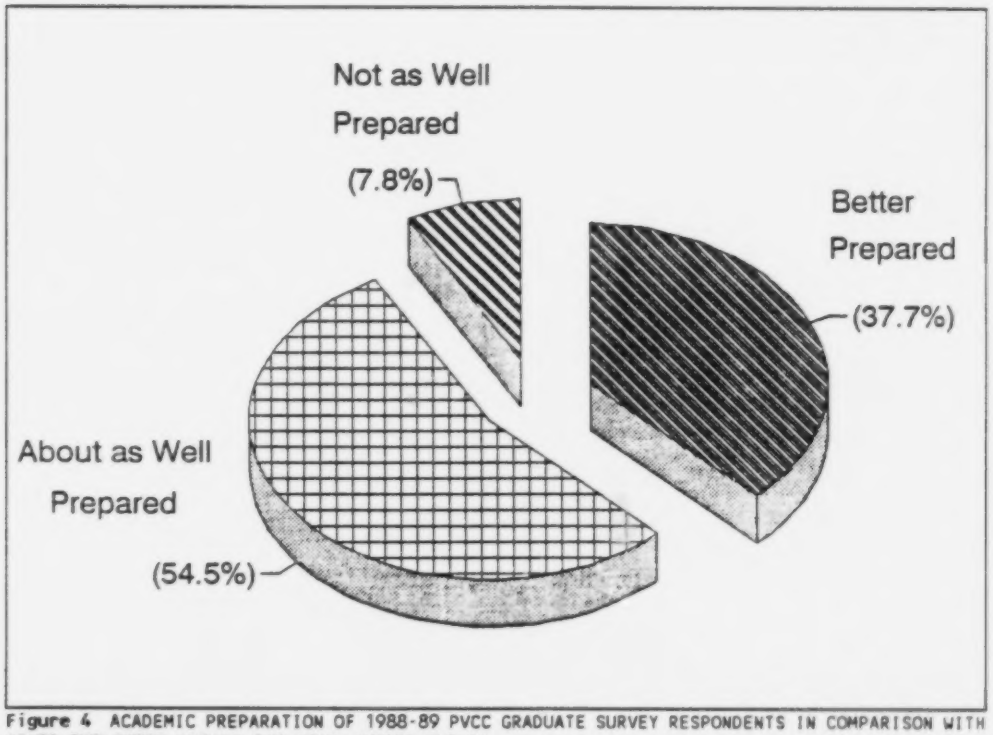

Figure 4 ACADEMIC PREPARATION OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON WITH OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS

Less than 10% of the

survey respondents felt they were not as well prepared as other new employees within the same career fields. Nearly 40% felt they were better prepared than other new employees, and over 50% felt they were about as well prepared. Comparisons with other employees by PVCC academic program are presented in Table 14 and by job category in Table 15.

With respect to career assistance, two respondents indicated they received direct job assistance from PVCC. Both received AAS degrees, one in accounting, the other in marketing.

Table 16 presents the evaluation by 1989-90 graduate survey respondents of various career assistance services offered by the college. As can be seen, for the most part, these services were rated quite highly by survey respondents. Faculty received the highest overall ratings. One-half of all respondents evaluated career assistance received by faculty as excellent, and less than 10% evaluated faculty career assistance as fair or poor. Co-operative education also received high ratings. Over one-half of all respondents (53.6%) rated Co-op as excellent, and nearly one-third rated it as good (32.1%). Student Services received the fewest excellent ratings (18.9%), but most respondents (59.5%) rated career assistance received from Student Services as good.

SALARIES

The mean, or average, annual salary earned by 1989-90 graduate survey respondents was $19,652, and the median, or midpoint, salary was $20,000. The highest salary reported was $35,000 and the lowest $2,080. As can be seen in Figure 5, the distribution of salaries was slightly skewed negatively.[2] What this indicates is that, with the exception of the highest income bracket, more salaries were earned in the four higher income brackets ($15,000-$20,000, $20,000-$25,000, $25,000-$30,000, $30,000 and over) than in the three lower income brackets.

Thirty-one of the 68 respondents reporting salary (45.6%) earned $20,000 or less. The same number earned between $20,000 and $30,000. Sixteen and two-tenth percent earned less than $10,000, and only 8.8% earned over $30,000.

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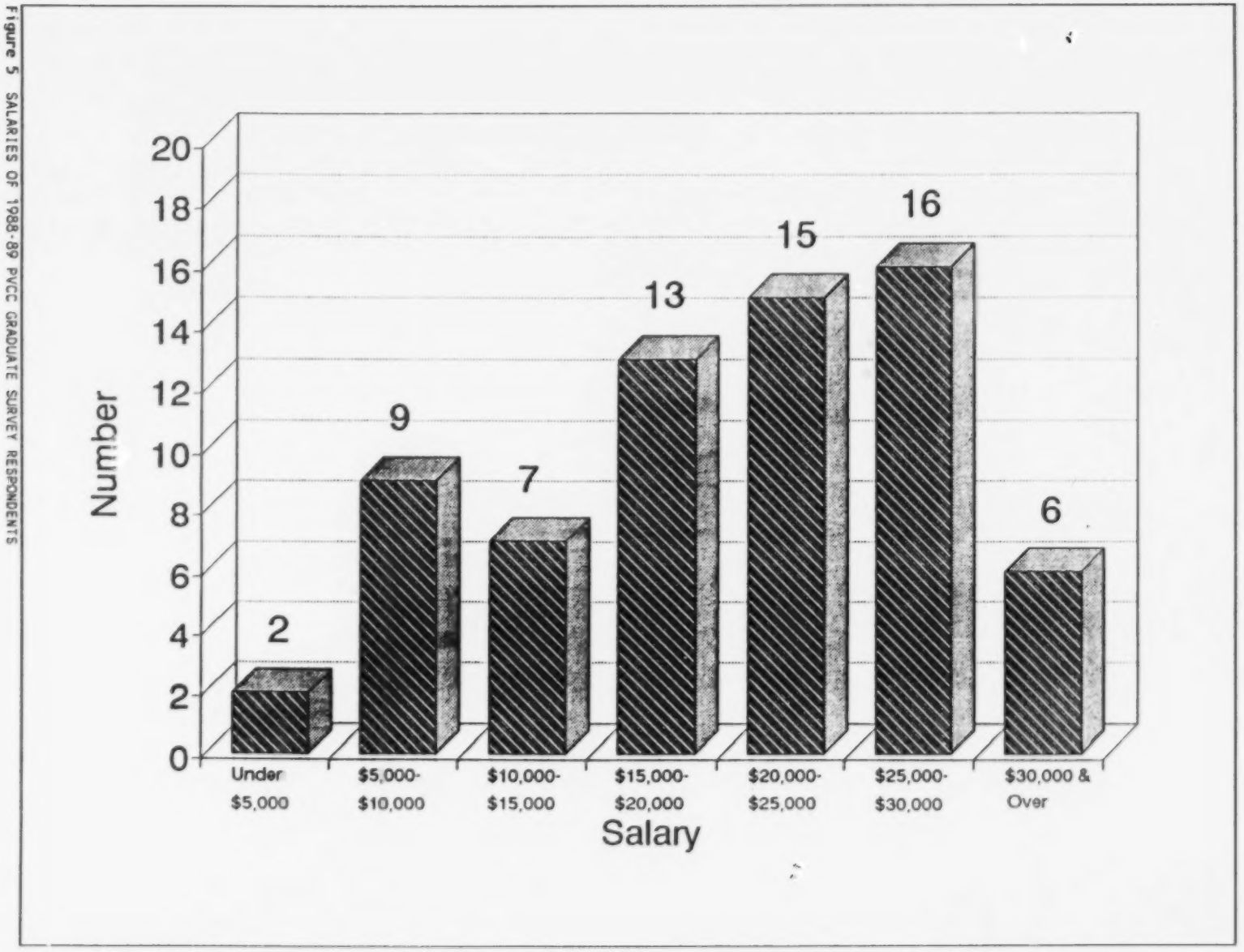
[2]When a histogram, or distribution of data values, is nonsymetric, or not shaped like a bell curve, it is skewed. When the data show a pattern with a left tail, the histogram is skewed negatively. This occurs when the mean, or average, is lower than the median, or midpoint. The degree of skewness can be calculated using the Pearsonian coefficient of skewness. Using this method, values will range from -3 (totally skewed left) to +3 (totally skewed right). If the data are perfectly symmetric, the value will be 0. In the case of the salaries reported in this study, the Pearsonian coefficient of skewness is -0.245053. The kurtosis of the salaries is 2.33711, indicating that most of the salaries are not in one or two salary brackets (a "flatter" than normal curve).

Figure 5 SALARIES OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS



The salaries of the 1989-90 graduate survey respondents by degree and academic program are presented in Table 17. As might be expected, given the fact that college transfer programs are not designed to provide jobs for graduates, salaries for those enrolled in occupational/technical programs were higher than salaries for those enrolled in college transfer programs. The mean salary for survey respondents earning the AA degree was $12,940, and the median salary was $8,500; the mean salary for those earning the AS degree was $17,231, and the median salary was $17,300. The mean and median salaries for those earning certificates were nearly the same as those earning the AS degree (mean = $17,957; median = $17,000). The highest mean and median salaries, however, were for those earning the AAS degree (mean = $22,161; median = $24,000), and most occupational/technical graduates earned the AAS degree.

Salaries of 1989-90 survey respondents by job category are presented in Table 18. The highest mean and median salaries were earned in the job category of business manager (mean = $29,885; median = $27,535). The lowest mean salary was earned in the category of child care worker ($5,000), and the lowest median salary was earned in the category of sales clerk ($4,740). Job categories with mean salaries exceeding $20,000 were business manager ($29,885), nurse ($24,894), respiratory technician ($22,625), accountant ($22,000), draftsman ($21,207) and electronics worker ($20,667).

As might be expected, salaries earned by graduates employed part-time were lower than those of graduates employed full-time (see Table 19). Those with jobs related to their fields of study at PVCC earned higher salaries than those with unrelated jobs. Both the mean and median salaries for those with full-time, related jobs was $3,000 to

$4,000 higher than the mean and median salaries for those with full-time, unrelated jobs. The mean and median salaries for those with part-time, related jobs were more than double the mean and median salaries for those with part-time, unrelated jobs.

A very slight correlation between job satisfaction and salary was evident for 1989-90 survey respondents. As can be seen in Table 19, the mean and median salaries for those very satisfied with their jobs were higher than the salaries for those satisfied, and the mean and median salaries for those satisfied were higher than the salaries for those not very satisfied or dissatisfied.

Male and female graduate survey respondents earned approximately the same salaries (see Table 20). While the mean salary for males was slightly higher than the mean salary for females, the median salary for males was slightly lower than the median salary for females. It is interesting to note that of the two respondents earning the highest salary ($35,000) one was a male, and one was a female.

Black respondents earned higher salaries than white respondents (see Table 20). The mean salary for blacks was over $7,000 higher than that for whites, and the median salary was nearly $10,000 higher. These figures may be misleading, however, because of the small number of black respondents. Of the 68 respondents reporting salary, only 3 were black.

Generally, as might be expected, older respondents earned higher salaries than younger ones (see Table 20). The highest mean salary was earned by respondents in the age bracket 45 to 60, but the highest median salary was earned by respondents in the age bracket 35 to 40. Of the two respondents earning the highest salary ($35,000),

one was aged 29, the other 44. The one respondent earning the lowest salary ($2,080) was 21 years of age. None of the respondents reporting salaries were under the age of 18 or over the age of 60.

Figure 6 shows the salaries of PVCC AAS graduates of the classes of 1977-78 through 1989-90.

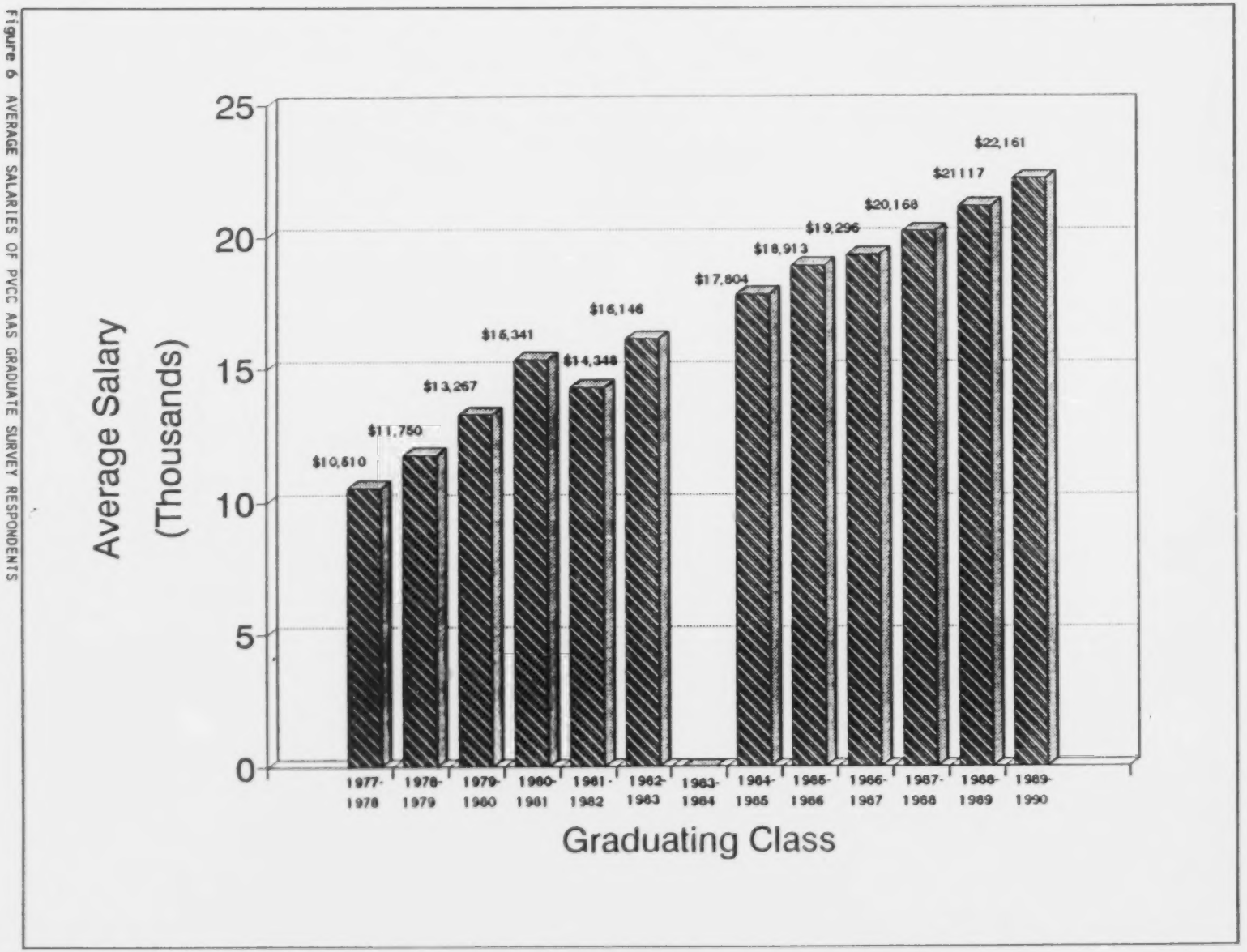


Figure 6 AVERAGE SALARIES OF PVCC AAS GRADUATE SURVEY RESPONDENTS

AAS graduate survey respondents of the class of 1989-90 earned a 4.9% higher mean salary than their counterparts of the class of 1988-89. This is slightly higher than the 4.7% increase earned by 1988-89 survey respondents and the 4.5% increase earned by 1987-88 survey respondents. However, the increase was lower than the roughly 10% increase enjoyed each year by graduating classes from 1977-78 to 1980-81.

FURTHER EDUCATION

Each year, a number of PVCC graduates, most of whom earn AA or AS degrees, continue their education at four-year colleges and universities. Because of its proximity and excellent academic reputation, the largest number typically transfer to the University of Virginia (UVa). With the advent of the joint adult degree program in 1984-85 between Mary Baldwin College and PVCC, an increasingly larger number of graduates has transferred each year to Mary Baldwin. Another institution which has enrolled large numbers of PVCC graduates each year has been James Madison University (JMU).

Figure 7 shows to which schools 1989-90 graduate survey respondents transferred.

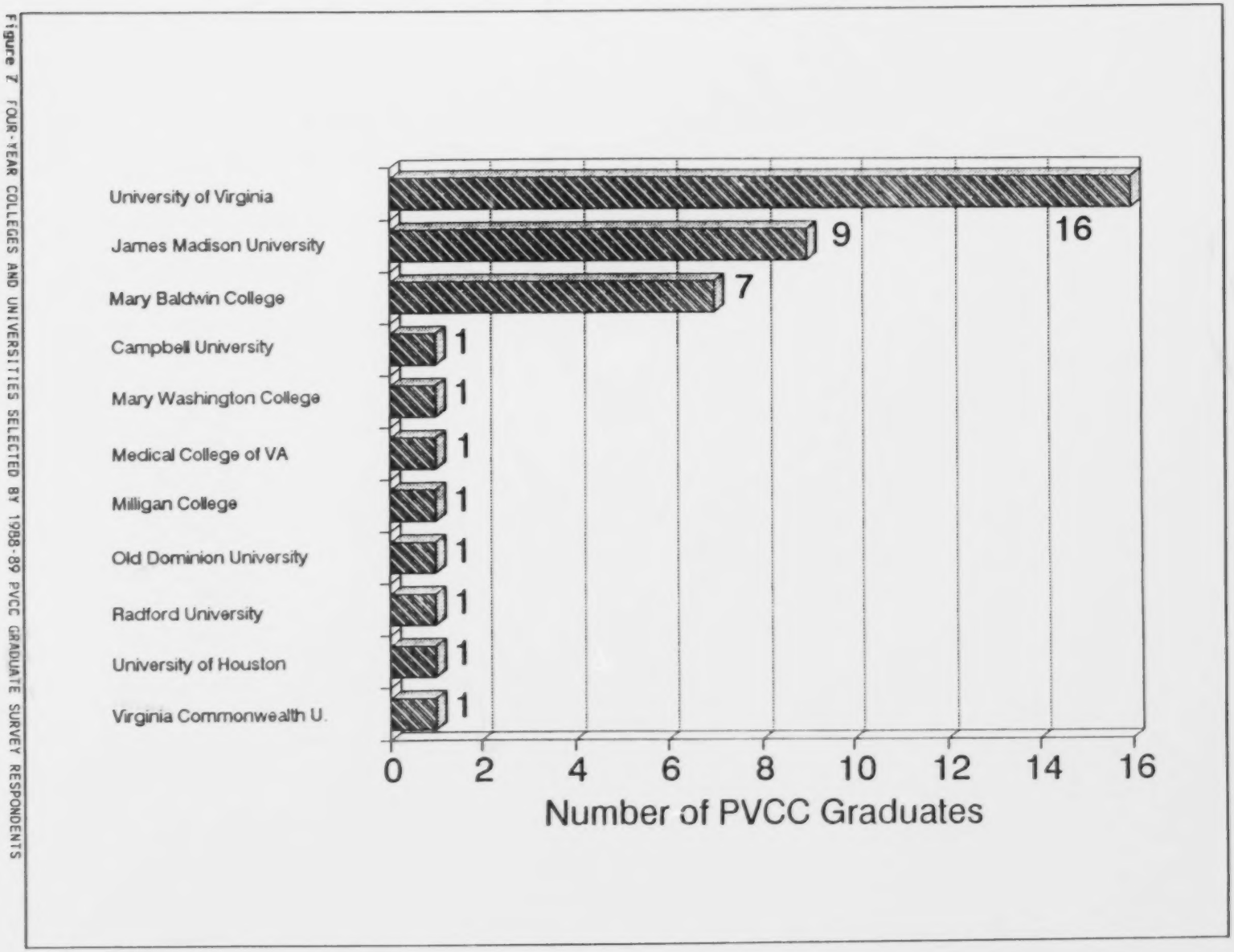


Figure 7 FOUR-YEAR COLLEGES AND UNIVERSITIES SELECTED BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS

It should come as no surprise that the University of Virginia was selected by the largest number of respondents (16), followed by James Madison University (9), then by Mary Baldwin College (7). Every recent graduating class has chosen these three institutions, and except for the class of 1986-87, UVa has always been the institution selected by the largest number of survey respondents.[3]

For the most part, the institutions to which the survey respondents transferred were their first choices. Over three-quarters of the respondents indicated the school they were attending was their first choice (76.9%). Approximately 20% indicated the school was their second choice (20.5%), and less than 5% indicated the school was their third choice (2.6%).

Most graduates studied full-time at the colleges or universities to which they transferred (80%). Three respondents studied part-time at Mary Baldwin College, two studied part-time at JMU, and one each studied part-time at Mary Washington College and Virginia Commonwealth University.

Like 1988-89 survey respondents, 61.2% of whom were women, most 1989-90 survey respondents were women (65%). All but two respondents were white. Those two were both oriental. In terms of age, 35% of the respondents were between 18 and 22 years of age, 17.5% were between 22 and 25, 32.5% were between 25 and 35, 12.5% were between 35 and 45, and 2.5% were 45 years of age or older.

Over two-thirds of the respondents received the AS degree at PVCC (67.5%); one-quarter received the AA degree; and the remaining 7.5% received the AAS degree. The

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[3]More 1986-1987 survey respondents transferred to Mary Baldwin College (9) than to the University of Virginia (8) or James Madison University (5).

academic programs at PVCC in which these respondents enrolled were business administration (n=19; 47.5%), liberal arts (n=10; 25%), general studies (n=5; 12.5%), science (n=2; 5%), education (n=1; 2.5%), laboratory science (n=1; 2.5%), management (n=1; 2.5%), and police science (n=1; 2.5%).

The fields of study chosen by graduate survey respondents at the four-year institutions to which they transferred are shown in Figure 8. Five respondents majored in accounting, 4 in business administration, 4 in management, 3 in communications, 3 in psychology, and 2 each in business management, government, marketing, pharmacology, and philosophy. Fields of study by four-year institution are presented in Table 21.

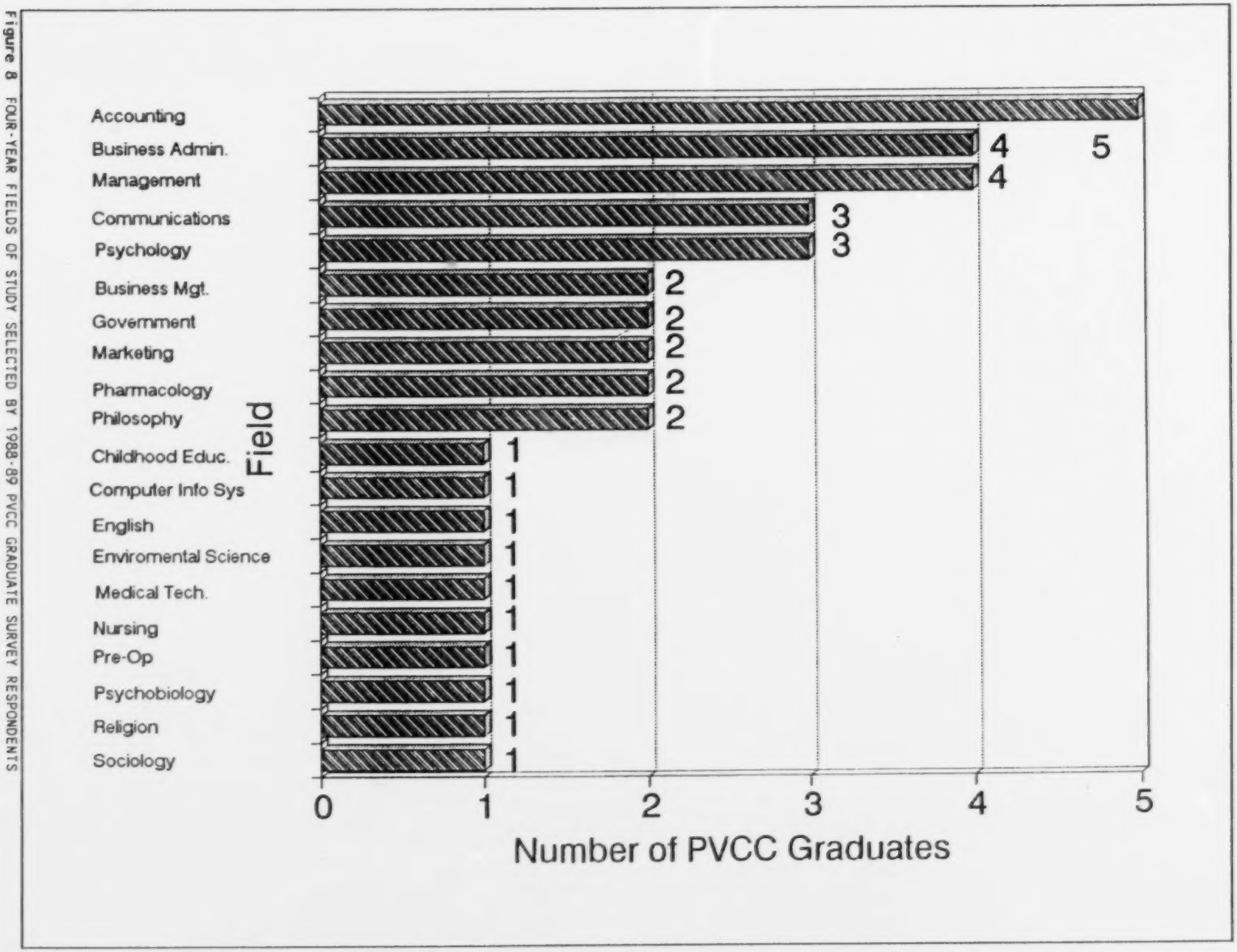

Figure 8 FOUR-YEAR FIELDS OF STUDY SELECTED BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS

Most respondents reported that their PVCC credits were accepted as expected by the institutions to which they transferred. However, 12 respondents noted that although their PVCC credits did transfer as expected, a number of PVCC credits were not accepted by the senior institution. The actual number of credits rejected by senior institutions ranged from 1 to 67. Six of the respondents were attending JMU, 3 UVa, and one each Old Dominion University, Virginia Commonwealth University, and the University of Houston. Four of these respondents were majoring in management or business administration, 2 in marketing, and one each in accounting, childhood education, communications, computer science, and English. As has happened with previous graduating classes, a number of respondents also noted in the comment section of the survey that they had problems transferring certain PVCC courses (see Appendix C).

Academically, most survey respondents seemed to be performing fairly well at the four-year institutions to which they transferred. The average GPA (grade point average) at the colleges or universities they selected was 2.883. The lowest GPA reported was 1.100 and the highest was 3.800. Grade point averages by four-year institutions are presented in Table 22, and grade point averages by four-year fields of study are presented in Table 23.

The institution with the highest average GPA was the University of Houston (3.500), and the institution with the lowest was Old Dominion University (2.000). However, only one respondent from each of these reported GPA. The highest average GPA with more than one respondent reporting GPA was Mary Baldwin (3.280), and the lowest was JMU (2.620). Respondents at 5 institutions--Mary Baldwin, the Medical College of Virginia, the

University of Houston, UVa, and Virginia Commonwealth University--had average GPA's over 3.000.

In fields of study with more than one respondent, the following GPA's were reported: accounting--2.128 (n=4); business administration--3.100 (n=2); business management--2.400 (n=2); communications--2.800 (n=3); government--2.950 (n=2); management--2.975 (n=4); marketing--2.610 (n=2); pharmacology--3.015 (n=2); and psychology--3.200 (n=3).

As has usually been the case, females earned higher grade point averages than males (see Table 24). The mean female GPA was 3.022 and the mean male GPA was 2.766. The two oriental respondents earned considerably higher grades than their white counterparts.

The mean oriental GPA was 3.650, and the mean white GPA was 2.883. However, because only 2 respondents were members of a minority race, it is difficult to draw any meaningful conclusions with respect to race and GPA.

With respect to age and academic performance, older respondents generally performed better than younger respondents. The average GPA of respondents 21 years of age and younger was 2.773; the average GPA of respondents between 22 and 25 years of age was 2.600; the average GPA of respondents between 25 and 35 was 3.111; the average GPA of respondents between 35 and 45 was 3.260; and the average GPA of the one respondent between 45 and 60 years of age was 3.300.

Academically, as measured by GPA, 1989-90 survey respondents did not perform as well as previous graduating classes. The average GPA of 1989-90 survey respondents

(2.883) was lower than the average GPA of 1988-89 respondents (3.195), 1987-88 respondents (3.190), and 1986-87 respondents (3.210).

Before discussing how well PVCC prepares graduates for college transfer, it should be noted that not all graduates continuing their education do so at four-year colleges or universities. A number return to community colleges or other educational institutions. Seven 1989-90 survey respondents indicated they had continued their education at PVCC, one indicated he or she was studying at J. Sargeant Reynolds Community College, and one indicated he or she was enrolled at a school in Tennessee. All 9 of the respondents at these schools were studying part-time, and the programs in which they enrolled are presented in Table 25.

PVCC PREPARATION FOR COLLEGE TRANSFER

As can be seen in Figure 9, the most 1989-90 graduate survey respondents were quite satisfied with how well PVCC prepared them academically for transfer to four-year colleges and universities. PVCC was rated excellent by slightly one-third of all respondents, and good by nearly two-thirds. Less than 5% felt their academic preparation was fair, and no one felt it was poor.

These evaluations are broken down by degree and academic program in Table 26. Slightly under one-half of the respondents earning the AA degree rated their academic preparation as excellent (44.4%), and slightly over one-half rated it as good (55.6%). None rated it as fair or poor. Slightly under one-third of those earning the AS

degree rated their academic preparation as excellent (31.3%), and nearly two-thirds rated it as good (65.6%). One respondent earning the AS degree rated his or her academic preparation as poor (3.1%). Under 20% of those earning the AAS degree rated their academic preparation as excellent (16.7%), and the remainder rated it as good (83.3%). The only respondent earning a certificate rated his or her academic preparation for transfer as fair.

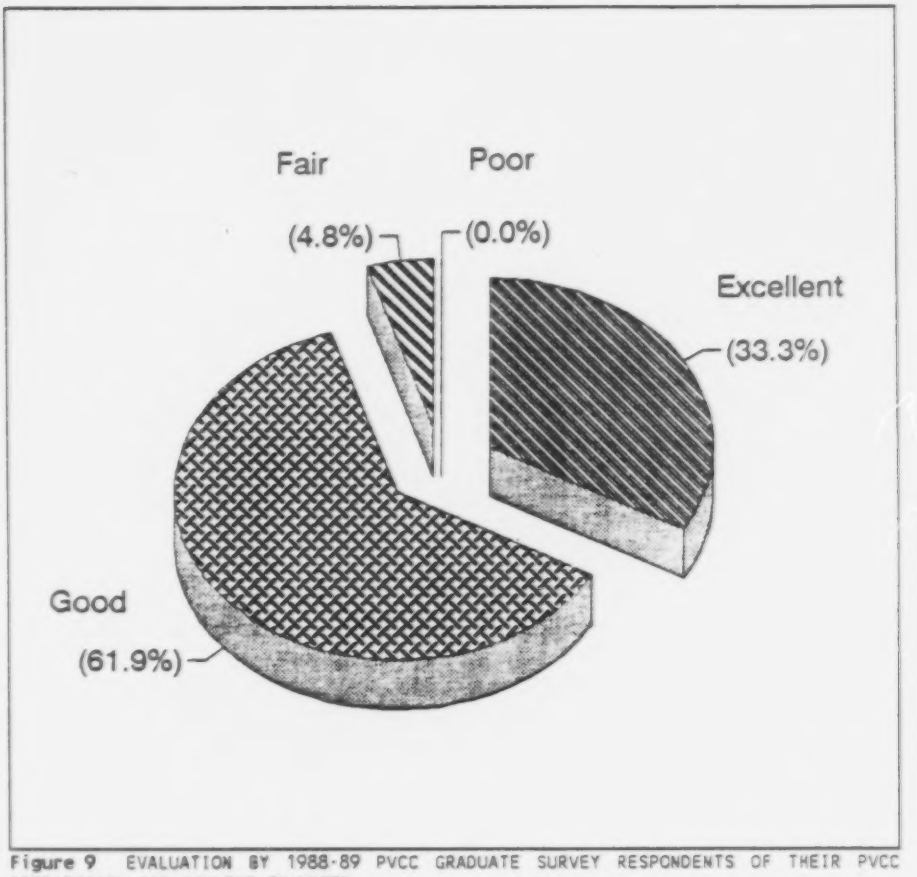

Figure 9 EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER

Evaluations of academic preparation for college transfer are presented by four-year institution in Table 27 and by four-year field of study in Table 28. The only institution attended by more than one PVCC graduate at which half or more of the respondents rated their PVCC academic preparation as excellent was Mary Baldwin (57.1%). However, with only two exceptions, all respondents rated their academic preparation as *either*

excellent or good. One of the 15 respondents attending the UVa rated his or her academic preparation at PVCC as fair (6.7%), and one of two respondents attending Virginia Commonwealth University rated his or her academic preparation as poor (50%).

Four-year academic programs in which half or more of the respondents rated their PVCC academic preparation as excellent were environmental science (100%), medical technology (100%), nursing (100%), psychobiology (100%), sociology (100%), and communications (66.7%). However, in all of these fields except communications, only graduate responded to the question.

These evaluations are different than those of previous graduating classes. As can be seen in Table 29, the percentage of 1988-89 survey respondents rating their PVCC academic preparation as excellent was the lowest since 1980-81. However, the percentage rating it as good was the highest ever, and the percentage rating it as fair or poor the lowest ever. Overall, then, 1989-90 graduates were probably as satisfied with their academic preparation as members of previous graduating classes.

As can be seen in Figure 10, most respondents believed they were better or equally prepared academically in comparison to students who began their college study as freshmen at the four-year institutions to which the respondents transferred. Over one-third felt they were better prepared (37.5%), and over one-half felt they were about as well prepared (52.5%). Ten percent felt they were less prepared.

These evaluations are broken down by PVCC degree and academic program in Table 30. Four respondents earning the AA degree claimed they were better prepared academically than students beginning as freshmen at the four-year schools to which they

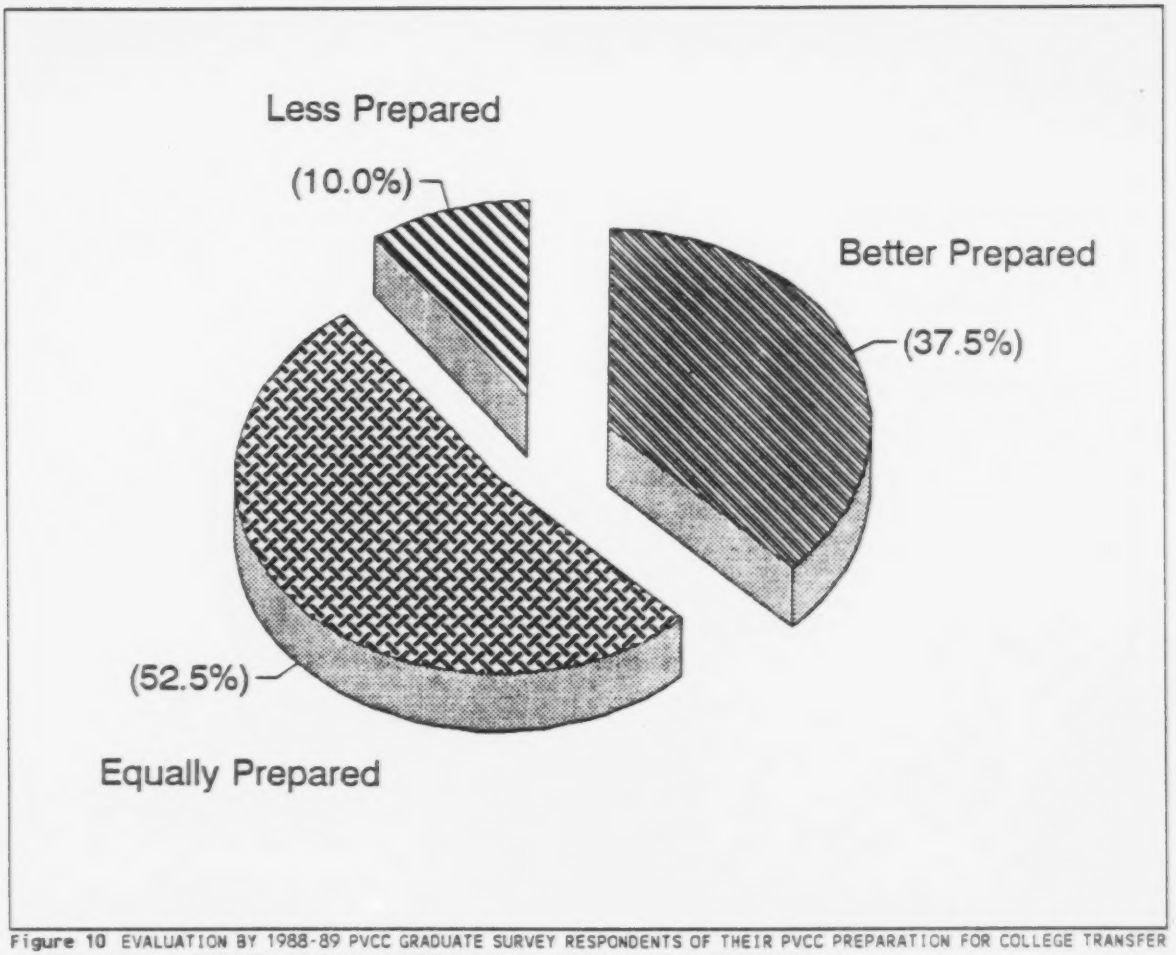

Figure 10 EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

transferred (40%), 5 claimed they were about as well prepared (50%), and 1 felt he or she was less prepared (10%). Nine respondents earning the AS degree felt they were better prepared (33.3%), 15 felt they were about as well prepared (55.6%), and 3 felt they were less prepared (11.1%). Two-thirds of the respondents earning the AAS degree felt they were better prepared than their counterparts who started as freshmen and one-third felt about as well prepared. No graduates earning career studies certificates responded to this question.

In the PVCC programs with more than one respondent, the majority of respondents thought they were about as well prepared as students starting as freshmen (see Table 30). The only programs in which all respondents felt better prepared were two AAS programs (laboratory science and nursing), but only one graduate in each of these programs responded to the question.

These evaluations are presented by four-year institutions in Table 31 and by four-year fields of study in Table 32. At only three schools was there more than one respondent. Most of the respondents at Mary Baldwin (71.4%) felt better prepared academically than students who began their study at that institution as freshmen, and the rest felt equally prepared. At JMU, one-quarter of the respondents felt better prepared academically, nearly two-thirds felt about as well prepared (62.5%), and the remainder felt less prepared (12.5%). On the other hand, at UVa, only 14.3% felt better prepared, 64.3% felt equally prepared, and 21.4% felt less prepared.

The only respondents in 4 four-year fields of study (medical technology, nursing, psychobiology, and religion) felt better prepared academically in comparison to students who began as freshmen at four-year institutions. In 2 fields with more than one respondent--business administration (75%) and communications (66.7%)--most of the respondents felt better prepared, but in 5 other fields--business management (100%), pharmacology (100%), management (66.7%), psychology (66.7%), and accounting (60%)--most felt about as well prepared.

As can be seen in Table 33, 1989-90 AA/AS graduate survey respondents responded to this question in a manner similar to 1988-89 graduates. A higher

percentage felt better prepared academically in comparison to students starting as freshmen at the transfer institutions than did many previous PVCC graduating classes.

In comparing the quality of instruction between PVCC and the four-year institutions to which they transferred, two-thirds of the survey respondents felt the quality was the same at both institutions. Thirteen and nine-tenths percent felt PVCC offered better quality instruction, and 19.4% felt the four-year college offered better quality instruction. These percentages are similar to those of previous graduating classes. The evaluation of quality of instruction by four-year institution are presented in Tables 34 and 35.

With respect to the strictness of grading practices, most of the respondents (63.9%) felt that PVCC had the same grading practices than the four-years schools to which the respondents transferred did (see Table 36). None of the respondents felt that PVCC had stricter grading practices, and 36.1% felt that the four-year school had stricter grading practices.

As can be seen in Table 37, these evaluations are different from those of many previous PVCC graduating classes. Past survey respondents have usually reported that four-year schools graded more strictly than PVCC. In only two other PVCC graduating classes (1982-83 and 1988-89) did less than one-half of the respondents report that PVCC had stricter or the same grading practices as the transfer institutions. On the other hand, for the first time since the class of 1984-85 was surveyed, did no respondents report that PVCC had stricter grading practices.

With respect to student competitiveness, slightly over two-thirds of the graduate survey respondents thought PVCC was less competitive than the four-year school to

which they transferred (65.7%), and the remainder (34.3%) thought both schools were equally competitive. No respondents believed PVCC was more competitive. As can be seen in Table 38, the only college with more than one respondent in which most respondents did not feel PVCC was less competitive was Mary Baldwin. At Mary Baldwin, 80% of the respondents felt students at both colleges were equally competitive. At JMU, on the other hand, 87.5% of the respondents felt PVCC students were less competitive, and at UVa, 68.8% of the respondents felt the same way.

The responses of 1988-89 PVCC graduate survey respondents earning the AA or AS degree to the question of student competitiveness were similar to those of respondents of previous graduating classes. As can be seen in Table 37, most graduate survey respondents have felt that PVCC students are less competitive than four-year students. Very few have believed that four-year students are less competitive.

While, generally, survey respondents have felt that students are less competitive at PVCC than at four-year colleges or universities, they have also felt that PVCC faculty and staff are friendlier than faculty and staff at their four-year schools. As can be seen in Table 40, nearly two-thirds of the 1989-90 graduate survey respondents felt PVCC faculty and staff were friendlier (61.1%), and most of the remainder felt that faculty and staff friendliness was the same at PVCC and the four-year school to which they transferred (36.1%). Only one respondent felt that four-year faculty and staff were friendlier. The majority of respondents at 5 schools--Radford (100%), the University of Houston (100%), Virginia Commonwealth University (100%), UVa (75%), and JMU (66.7%)--felt PVCC faculty and staff were friendlier. At the remaining schools--Campbell

University (100%), Medical College of Virginia (100%), Old Dominion University (100%), and Mary Baldwin College (80%)--the majority felt both colleges were the same with respect to faculty and staff friendliness.

Table 41 presents the evaluation of faculty and staff friendliness by the previous eight graduating classes at PVCC. As can be seen, a higher percentage of 1989-90 graduates felt PVCC faculty and staff were friendlier than any class since 1985-86.

Two-thirds of the 1989-90 survey respondents felt more individual attention to students is paid at PVCC than at the four-year colleges or universities to which they transferred. All but one of the remaining respondents (30.6%) felt individual attention shown to students was the same at both colleges. Only one respondent (2.8%) felt that more individual attention was shown students at his or her four-year school--in this case, UVa--than at PVCC (see Table 42). At only two institutions--Campbell University (n=1; 0%) and Mary Baldwin College (n=5; 20%) did most respondents not feel that PVCC shows more individual attention to students.

The evaluation by 1989-1990 AA and AS graduate survey respondents with respect to individual student attention was similar to that of previous graduating classes. As can be seen in Table 43, few graduate survey respondents have believed that PVCC shows less individual attention to students than four-year schools.

Most 1989-90 graduate survey respondents believed that the college transfer services offered by PVCC were helpful. Table 44 presents graduate evaluations of college transfer services offered by student services, academic programs, faculty, and

Co-op. Respondents were also provided the opportunity to list other college transfer services.

The majority of respondents rated all services as either excellent or good. The majority of respondents rated as excellent the services provided by their academic program (59.1%), faculty (68%), and Co-op (100%). The majority of respondents rated as good services provided by Student Services (58.8%).

CONCLUSIONS

Major findings of this study included:

1. Most 1989-90 PVCC graduate survey respondents found meaningful and satisfying employment. Over 40% of the respondents were employed in full-time jobs related to their fields of study at PVCC. Most were either very satisfied (29.6%) or satisfied (63%) with their current jobs, and nearly one-half planned to pursue these jobs as long-range careers.

2. Jobs held by survey respondents included nurse (19%), secretary (10.2%), business manager (5.1%), respiratory technician (5.1%), and sales clerk (5.1%).

3. The mean, or average, annual salary earned by 1989-90 graduate survey respondents was $19,652, and the median, or midpoint, salary was $20,000. The highest

salary reported was $35,000 and the lowest $2,080. The distribution of salaries was fairly normal, with 45.7% of all respondents earning less than $20,000 and another 45.7% earning between $10,000 and $25,000. The mean salary for males was higher than that for females, but the median salary for females was higher than that for males. Generally, older respondents earned more than younger respondents.

4. Over 90% of the survey respondents believed that PVCC provided excellent (40.3%) or good (51.9%) academic preparation for jobs. Only 7.8% believed PVCC provided fair academic preparation, and none of the respondents believed it provided poor academic preparation.

5. Almost all survey respondents felt they were academically better (37.7%) or equally (54.5%) prepared in comparison to other new employees within the same career fields. Only 7.8% felt they were not as well prepared.

6. More 1989-90 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to the University of Virginia than to any other institution. Two other institutions--James Madison University and Mary Baldwin College--enrolled large numbers of survey respondents. The most popular fields of study at four-year institutions were business related (business administration, management, accounting, etc.).

7. Most 1989-90 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 2.883. The lowest GPA reported was 1.100 and the highest was 3.800.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (33.3%) or good (61.9%) academic preparation for transfer. None of the respondents felt that PVCC provided poor preparation. Most respondents also believed they were better (37.5%) or equally (52.5%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that the grading practices were the same at both schools, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at transfer colleges.

TABLES

TABLE 1: Number of 1989-90 PVCC Graduates and Graduate Survey Respondents By Demographic Characteristics

CATEGORY	ALL GRADUATES	SURVEY RESPONDENTS	RETURN PCT.
SEX			
Male	93	40	43.0%
Female	131	68	51.9%
RACE			
White	206	102	49.5%
Black	11	4	36.4%
Asian	5	2	40.0%
Hispanic	2	0	0.0%
Other	0	0	--
AGE			
Under 18	0	0	--
18-21	37	21	56.8%
22-24	52	17	32.7%
25-34	76	37	48.7%
35-44	45	24	53.3%
45-59	14	9	64.3%
60 & Over	0	0	--
RESIDENCE			
Albemarle	89	43	48.3%
Buckingham	4	1	25.0%
Fluvanna	10	4	40.0%
Greene	6	3	50.0%
Louisa	9	3	33.3%
Nelson	9	4	44.4%
Charlottesville	65	33	50.8%
TOTAL-IN-DISTRICT	192	91	47.4%
Out-of-District	28	15	53.6%
Out-of-State	4	2	50.0%
TOTAL	224	108	48.2%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS SIS database.

TABLE 2: Number of 1989-90 PVCC Graduate Awards and Graduate Survey Respondent Awards by Program Enrollment and Degree

PROGRAM	ALL GRADUATES	SURVEY RESPONDENTS	PCT.
Liberal Arts	16	12	75.0%
Fine Arts	1	0	0.0%
A.A. DEGREE	17	12	70.6%
Business Administration	48	26	54.2%
Education	5	2	40.0%
General Studies	23	9	39.1%
Science	10	5	50.0%
A.S. DEGREE	86	42	48.8%
Accounting	3	2	66.7%
Computer Programming	10	3	30.0%
Computer Aided Drafting	8	4	50.0%
Electronics	2	1	50.0%
Laboratory Science	1	1	100.0%
Management	24	12	50.0%
Marketing	8	4	50.0%
Nursing	35	14	40.0%
Police Science	7	3	42.9%
Respiratory Therapy	9	4	44.4%
Secretarial Science	3	2	66.7%
A.A.S. DEGREE	110	50	45.5%
Clerical Studies	1	0	0.0%
Career Studies	13	6	46.2%
CERTIFICATE	14	6	42.9%
TOTAL	227	110	48.5%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS SIS database. Three graduates earned two degrees.

TABLE 3: Employment Status of 1989-90 PVCC Graduate Survey Respondents by Degree and Program

PROGRAM	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field		Full Time Home-Maker		Not Employed Not Seeking Job	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	1	10.0%	2	20.0%	1	10.0%	3	30.0%	0	0.0%	3	30.0%
Fine Arts	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
A.A. DEGREE	1	10.0%	2	20.0%	1	10.0%	3	30.0%	0	0.0%	3	30.0%
Business Administration	5	19.2%	3	11.5%	2	7.7%	3	11.5%	0	0.0%	13	50.0%
Education	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
General Studies	0	0.0%	5	55.6%	1	11.1%	1	11.1%	0	0.0%	2	22.2%
Science	2	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	50.0%
A.S. DEGREE	8	19.5%	8	19.5%	3	7.3%	4	9.8%	0	0.0%	18	43.9%
Accounting	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Computer Programming	0	0.0%	2	66.7%	1	33.3%	0	0.0%	0	0.0%	0	0.0%
Computer Aided Drafting	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Electronics	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Lab Science	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Management	7	63.6%	2	18.2%	0	0.0%	1	9.1%	1	9.1%	0	0.0%
Marketing	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	12	85.7%	0	0.0%	2	14.3%	0	0.0%	0	0.0%	0	0.0%
Police Science	0	0.0%	1	33.3%	0	0.0%	1	33.3%	0	0.0%	1	33.3%
Respiratory Therapy	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Secretarial Science	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	33	67.3%	6	12.2%	3	6.1%	4	8.2%	1	2.0%	2	4.1%
Career Studies	4	66.7%	0	0.0%	1	16.7%	1	16.7%	0	0.0%	0	0.0%
Air Conditioning & Refrig.	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Administ. of Justice	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Business and Office	1	50.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%
Child Care	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CERTIFICATE	4	66.7%	0	0.0%	1	16.7%	1	16.7%	0	0.0%	0	0.0%
TOTAL	46	43.4%	16	15.1%	8	7.5%	12	11.3%	1	0.9%	23	21.7%

Note that percentage figures are by row (program).

TABLE 4: Employment Status of 1989-90 PVCC Graduate Survey Respondents by Degree

YEAR/DEGREE	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field		Not Employed Seeking Job		Not Employed Not Seeking Job	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1981-1982												
AA/AS	10	19.2%	6	11.5%	1	1.9%	12	23.1%	2	3.8%	21	40.4%
AAS	44	63.8%	12	17.4%	5	7.2%	4	5.8%	2	2.9%	2	2.9%
Diploma/Certificate	10	66.7%	3	20.0%	0	0.0%	0	0.0%	2	13.3%	0	0.0%
TOTAL	64	47.1%	21	15.4%	6	4.4%	16	11.8%	6	4.4%	23	16.9%
1982-1983												
AA/AS	8	18.6%	9	20.9%	1	2.3%	11	25.6%	1	2.3%	13	30.2%
AAS	60	84.5%	4	5.6%	3	4.2%	0	0.0%	2	2.8%	2	2.8%
Diploma/Certificate	5	50.0%	3	30.0%	1	10.0%	0	0.0%	0	0.0%	1	10.0%
TOTAL	73	58.9%	16	12.9%	5	4.0%	11	8.9%	3	2.4%	16	12.9%
1983-1984	(A follow-up survey was not conducted for the class of 1983-1984)											
1984-1985												
AA/AS	7	21.2%	4	12.1%	3	9.1%	4	12.1%	3	9.1%	12	36.4%
AAS	46	71.9%	5	7.8%	8	12.5%	0	0.0%	4	6.3%	1	1.6%
Diploma/Certificate	20	76.9%	3	11.5%	0	0.0%	0	0.0%	1	3.8%	2	7.7%
TOTAL	73	59.3%	12	9.8%	11	8.9%	4	3.3%	8	6.5%	15	12.2%
1985-1986												
AA/AS	4	10.0%	9	22.5%	4	10.0%	4	10.0%	6	15.0%	13	32.5%
AAS	55	77.5%	5	7.0%	2	2.8%	2	2.8%	2	2.8%	5	7.0%
Diploma/Certificate	23	85.2%	2	7.4%	2	7.4%	0	0.0%	0	0.0%	0	0.0%
TOTAL	82	59.4%	16	11.6%	8	5.8%	6	4.3%	8	5.8%	18	13.0%
1986-1987												
AA/AS	12	24.0%	6	12.0%	6	12.0%	7	14.0%	4	8.0%	15	30.0%
AAS	51	85.0%	1	1.7%	2	3.3%	2	3.3%	2	3.3%	2	3.3%
Diploma/Certificate	19	73.1%	4	15.4%	2	7.7%	0	0.0%	1	3.8%	0	0.0%
TOTAL	82	60.3%	11	8.1%	10	7.4%	9	6.6%	7	5.1%	17	12.5%
1987-1988												
AA/AS	12	22.6%	12	22.6%	5	9.4%	8	15.1%	0	0.0%	16	30.2%
AAS	40	74.1%	9	16.7%	4	7.4%	1	1.9%	0	0.0%	0	0.0%
Diploma/Certificate	15	68.2%	1	4.5%	4	18.2%	1	4.5%	0	0.0%	1	4.5%
TOTAL	67	51.9%	22	17.1%	13	10.1%	10	7.8%	0	0.0%	17	13.2%
1988-1989												
AA/AS	17	20.2%	11	13.1%	11	13.1%	12	14.3%	8	9.5%	25	29.8%
AAS	37	69.8%	6	11.3%	6	11.3%	2	3.8%	1	1.9%	1	1.9%
Diploma/Certificate	21	77.8%	1	3.7%	2	7.4%	1	3.7%	1	3.7%	1	3.7%
TOTAL	75	45.7%	18	11.0%	19	11.6%	15	9.1%	10	6.1%	27	16.5%
1989-1990												
AA/AS	9	17.3%	10	19.2%	4	7.7%	7	13.5%	1	1.9%	21	40.4%
AAS	33	68.8%	6	12.5%	3	6.3%	4	8.3%	0	0.0%	2	4.2%
Diploma/Certificate	4	66.7%	0	0.0%	1	16.7%	1	16.7%	0	0.0%	0	0.0%
TOTAL	46	43.4%	16	15.1%	8	7.5%	12	11.3%	1	0.9%	23	21.7%

Note that percentage figures are by row (award).

TABLE 5: Employment Status of 1989-90 PVCC Graduate Survey Respondents by Job Category

JOB CATEGORY	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Business Manager	2	66.7%	1	33.3%	0	0.0%	0	0.0%
Child Care Worker	1	33.3%	0	0.0%	1	33.3%	1	33.3%
Computer Programmer	0	0.0%	0	0.0%	1	50.0%	1	50.0%
Data Entry Operator	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Draftsman	3	100.0%	0	0.0%	0	0.0%	0	0.0%
Educator	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Electronics Worker	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Engineering Technician	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Lab Technician	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Nurse	12	80.0%	0	0.0%	3	20.0%	0	0.0%
Respiratory Technician	4	100.0%	0	0.0%	0	0.0%	0	0.0%
Sales Clerk	0	0.0%	1	25.0%	0	0.0%	3	75.0%
Secretary	2	25.0%	5	62.5%	1	12.5%	0	0.0%
OTHER	13	48.1%	8	29.6%	1	3.7%	5	18.5%
TOTAL	44	56.4%	16	20.5%	7	9.0%	11	14.1%

Note that percentage figures are by row (job category).

TABLE 6: When Current Jobs Were Obtained by PVCC Graduate Survey Respondents

YEAR/DEGREE	Before attending PVCC No.	Before attending PVCC Pct.	While attending PVCC No.	While attending PVCC Pct.	After attending PVCC No.	After attending PVCC Pct.
1981-1982						
(AAS only)	11	16.9%	14	21.5%	40	61.5%
1982-1983						
(AAS only)	16	22.2%	17	23.6%	39	54.2%
(A follow-up survey was not conducted for the class of 1983-1984)						
1984-1985						
AA/AS	6	30.0%	4	20.0%	10	50.0%
AAS	17	29.3%	11	19.0%	30	51.7%
Diploma/Certificate	10	90.9%	1	9.1%	0	0.0%
TOTAL	33	37.1%	16	18.0%	40	44.9%
1985-1986						
AA/AS	10	45.5%	5	22.7%	7	31.8%
AAS	9	13.4%	26	38.8%	32	47.8%
Diploma/Certificate	17	58.6%	6	20.7%	6	20.7%
TOTAL	36	30.5%	37	31.4%	45	38.1%
1986-1987						
AA/AS	4	13.3%	12	40.0%	14	46.7%
AAS	7	12.1%	24	41.4%	27	46.6%
Diploma/Certificate	17	60.7%	9	32.1%	2	7.1%
TOTAL	28	24.1%	45	38.8%	43	37.1%
1987-1988						
AA/AS	17	45.9%	12	32.4%	8	21.6%
AAS	10	18.9%	17	32.1%	26	49.1%
Diploma/Certificate	12	63.2%	3	15.8%	4	21.1%
TOTAL	39	35.8%	32	29.4%	38	34.9%
1988-1989						
AA/AS	10	38.5%	6	23.1%	10	38.5%
AAS	11	23.4%	17	36.2%	19	40.4%
Diploma/Certificate	10	47.6%	5	23.8%	6	28.6%
TOTAL	31	33.0%	28	29.8%	35	37.2%
1989-1990						
AA/AS	10	33.3%	12	40.0%	8	26.7%
AAS	7	14.9%	23	48.9%	17	36.2%
Diploma/Certificate	1	25.0%	2	50.0%	1	25.0%
TOTAL	18	22.2%	37	45.7%	26	32.1%

Note that percentage figures are by row (award).

TABLE 7: Satisfaction of PVCC Graduate Survey Respondents with their Current Jobs

YEAR/DEGREE	Very Satisfied No.	Pct.	Satisfied No.	Pct.	Not Very Satisfied No.	Pct.	Dissatisfied No.	Pct.
1981-1982								
AA/AS			(not available)					
AAS	14	21.5%	42	64.6%	9	13.8%	0	0.0%
Diploma/Certificate	2	16.7%	9	75.0%	1	8.3%	0	0.0%
TOTAL	16	20.8%	51	66.2%	10	13.0%	0	0.0%
1982-1983								
AA/AS			(not available)					
AAS	21	31.3%	39	58.2%	7	10.4%	0	0.0%
Diploma/Certificate	1	12.5%	6	75.0%	1	12.5%	0	0.0%
TOTAL	22	29.3%	45	60.0%	8	10.7%	0	0.0%
(A follow-up survey was not conducted for the class of 1983-1984)								
1984-1985								
AA/AS	8	40.0%	11	55.0%	1	5.0%	0	0.0%
AAS	16	26.7%	38	63.3%	6	10.0%	0	0.0%
Diploma/Certificate	3	23.1%	8	61.5%	1	7.7%	1	7.7%
TOTAL	27	29.0%	57	61.3%	8	8.6%	1	1.1%
1985-1986								
AA/AS	4	19.0%	14	66.7%	2	9.5%	1	4.8%
AAS	12	18.8%	47	73.4%	5	7.8%	0	0.0%
Diploma/Certificate	11	40.7%	14	51.9%	1	3.7%	1	3.7%
TOTAL	27	24.1%	75	67.0%	8	7.1%	2	1.8%
1986-1987								
AA/AS	7	24.1%	13	44.8%	7	24.1%	2	6.9%
AAS	20	35.1%	29	50.9%	7	12.3%	1	1.8%
Diploma/Certificate	4	14.8%	22	81.5%	0	0.0%	1	3.7%
TOTAL	31	27.4%	64	56.6%	14	12.4%	4	3.5%
1987-1988								
AA/AS	8	22.2%	20	55.6%	6	16.7%	2	5.6%
AAS	19	35.2%	30	55.6%	4	7.4%	1	1.9%
Diploma/Certificate	9	42.9%	11	52.4%	1	4.8%	0	0.0%
TOTAL	36	32.4%	61	55.0%	11	9.9%	3	2.7%
1988-1989								
AA/AS	7	28.0%	14	56.0%	4	16.0%	0	0.0%
AAS	11	23.9%	32	69.6%	3	6.5%	0	0.0%
Diploma/Certificate	7	33.3%	12	57.1%	2	9.5%	0	0.0%
TOTAL	25	27.2%	58	63.0%	9	9.8%	0	0.0%
1989-1990								
AA/AS	8	26.7%	17	56.7%	5	16.7%	0	0.0%
AAS	15	31.9%	32	68.1%	0	0.0%	0	0.0%
Diploma/Certificate	1	25.0%	2	50.0%	1	25.0%	0	0.0%
TOTAL	24	29.6%	51	63.0%	6	7.4%	0	0.0%

Note that percentage figures are by row (award).

TABLE 8: Job Satisfaction of 1989-90 PVCC Graduate Survey Respondents by Job Category

JOB CATEGORY	Very Satisfied No.	Very Satisfied Pct.	Satisfied No.	Satisfied Pct.	Not Very Satisfied No.	Not Very Satisfied Pct.	Dissatisfied No.	Dissatisfied Pct.
Accountant	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Business Manager	1	25.0%	3	75.0%	0	0.0%	0	0.0%
Child Care Worker	0	0.0%	3	100.0%	0	0.0%	0	0.0%
Computer Programmer	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Data Entry Operator	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Draftsman	0	0.0%	3	100.0%	0	0.0%	0	0.0%
Educator	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Electronics Worker	2	66.7%	1	33.3%	0	0.0%	0	0.0%
Engineering Technician	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Lab Technician	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Nurse	6	40.0%	9	60.0%	0	0.0%	0	0.0%
Respiratory Technician	1	25.0%	3	75.0%	0	0.0%	0	0.0%
Sales Clerk	0	0.0%	3	75.0%	1	25.0%	0	0.0%
Secretary	1	12.5%	3	37.5%	4	50.0%	0	0.0%
OTHER	10	37.0%	16	59.3%	1	3.7%	0	0.0%
TOTAL	23	29.1%	50	63.3%	6	7.6%	0	0.0%

Note that percentage figures are by row (job category).

TABLE 9: Intention of PVCC Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers

YEAR/DEGREE	Will pursue No.	Will pursue Pct.	Will not pursue No.	Will not pursue Pct.	Undecided No.	Undecided Pct.
1982-1983						
AA/AS			(not available)			
AAS	47	69.1%	11	16.2%	10	14.7%
Diploma/Certificate	4	50.0%	1	12.5%	3	37.5%
TOTAL	51	67.1%	12	15.8%	13	17.1%
(A follow-up survey was not conducted for the class of 1983-1984)						
1984-1985						
AA/AS	13	61.9%	6	28.6%	2	9.5%
AAS	44	73.3%	4	6.7%	12	20.0%
Diploma/Certificate	10	76.9%	1	7.7%	2	15.4%
TOTAL	67	71.3%	11	11.7%	16	17.0%
1985-1986						
AA/AS	10	50.0%	10	50.0%	--	--
AAS	50	84.7%	9	15.3%	--	--
Diploma/Certificate	21	84.0%	4	16.0%	--	--
TOTAL	81	77.9%	23	22.1%	--	--
1986-1987						
AA/AS	10	35.7%	18	64.3%	--	--
AAS	39	69.6%	17	30.4%	--	--
Diploma/Certificate	18	72.0%	7	28.0%	--	--
TOTAL	67	61.5%	42	38.5%	--	--
1987-1988						
AA/AS	12	41.4%	17	58.6%	0	0.0%
AAS	26	63.4%	15	36.6%	0	0.0%
Diploma/Certificate	14	82.4%	3	17.6%	1	5.9%
TOTAL	52	59.8%	35	40.2%	1	1.1%
1988-1989						
AA/AS	6	35.3%	11	64.7%	9	52.9%
AAS	32	84.2%	6	15.8%	8	21.1%
Diploma/Certificate	14	93.3%	1	6.7%	6	40.0%
TOTAL	52	74.3%	18	25.7%	23	32.9%
1989-1990						
AA/AS	9	29.0%	17	54.9%	5	16.1%
AAS	27	57.4%	8	17.0%	12	25.6%
Diploma/Certificate	2	50.0%	1	25.0%	1	25.0%
TOTAL	38	46.3%	26	31.7%	18	22.0%

Note that percentage figures are by row (award).

TABLE 10: Intention of 1989-90 PVCC Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers by Job Category

JOB CATEGORY	Will pursue No.	Will pursue Pct.	Will not pursue No.	Will not pursue Pct.	Undecided No.	Undecided Pct.
Accountant	0	0.0%	1	50.0%	1	50.0%
Business Manager	3	75.0%	0	0.0%	1	25.0%
Child Care Worker	1	33.3%	2	66.7%	0	0.0%
Computer Programmer	0	0.0%	1	50.0%	1	50.0%
Data Entry Operator	0	0.0%	1	100.0%	0	0.0%
Draftsman	0	0.0%	2	66.7%	1	33.3%
Educator	1	50.0%	1	50.0%	0	0.0%
Electronics Worker	2	66.7%	0	0.0%	1	33.3%
Engineering Technician	0	0.0%	0	0.0%	1	100.0%
Lab Technician	1	100.0%	0	0.0%	0	0.0%
Nurse	14	93.3%	0	0.0%	1	6.7%
Respiratory Technician	3	75.0%	0	0.0%	1	25.0%
Sales Clerk	0	0.0%	4	100.0%	0	0.0%
Secretary	2	25.0%	5	62.5%	1	12.5%
OTHER	11	40.7%	7	25.9%	9	33.3%
TOTAL	38	47.5%	24	30.0%	18	22.5%

Note that percentage figures are by row (job category).

TABLE 11: Evaluation by 1989-90 PVCC Graduate Survey Respondents of their Academic Preparation for Employment by Academic Program

PROGRAM	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	2	28.6%	3	42.9%	2	28.6%	0	0.0%
Fine Arts	0	0.0%	0	0.0%	0	0.0%	0	0.0%
A.A. DEGREE	2	28.6%	3	42.9%	2	28.6%	0	0.0%
Business Administration	4	36.4%	7	63.6%	0	0.0%	0	0.0%
Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%
General Studies	1	20.0%	4	80.0%	0	0.0%	0	0.0%
Science	0	0.0%	2	100.0%	0	0.0%	0	0.0%
A.S. DEGREE	6	31.6%	13	68.4%	0	0.0%	0	0.0%
Accounting	1	50.0%	1	0.0%	0	0.0%	0	0.0%
Computer Programming	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Computer Aided Drafting	1	25.0%	1	25.0%	2	50.0%	0	0.0%
Electronics	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Laboratory Science	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Management	4	33.3%	7	58.3%	1	8.3%	0	0.0%
Marketing	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Nursing	9	64.3%	5	35.7%	0	0.0%	0	0.0%
Police Science	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Respiratory Therapy	1	25.0%	3	75.0%	0	0.0%	0	0.0%
Secretarial Science	1	100.0%	0	0.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	21	46.7%	21	46.7%	3	6.7%	0	0.0%
Career Studies	2	33.3%	3	50.0%	1	16.7%	0	0.0%
Air Conditioning & Refrig.	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Administ. of Justice	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Business and Office	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Child Care	1	50.0%	1	50.0%	0	0.0%	0	0.0%
CERTIFICATE	2	33.3%	3	50.0%	1	16.7%	0	0.0%
TOTAL	31	40.3%	40	51.9%	6	7.8%	0	0.0%

Note that percentage figures are by row (program).

TABLE 12: Evaluation by PVCC Graduate Survey Respondents of their Academic Preparation by PVCC for Employment

YEAR/DEGREE	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
1981-1982								
AA/AS			(not available)					
AAS	20	36.4%	23	41.8%	11	20.0%	1	1.8%
Diploma/Certificate	2	20.0%	5	50.0%	3	30.0%	0	0.0%
TOTAL	22	33.8%	28	43.1%	14	21.5%	1	1.5%
1982-1983								
AA/AS			(not available)					
AAS	18	27.3%	31	47.0%	16	24.2%	1	1.5%
Diploma/Certificate	0	0.0%	4	66.7%	2	33.3%	0	0.0%
TOTAL	18	25.0%	35	48.6%	18	25.0%	1	1.4%
(A follow-up survey was not conducted for the class of 1983-1984)								
1984-1985								
AA/AS	6	35.3%	6	35.3%	5	29.4%	0	0.0%
AAS	19	33.3%	31	54.4%	7	12.3%	0	0.0%
Diploma/Certificate	5	41.7%	4	33.3%	3	25.0%	0	0.0%
TOTAL	30	34.9%	41	47.7%	15	17.4%	0	0.0%
1985-1986								
AA/AS	4	25.0%	9	56.3%	2	12.5%	1	6.3%
AAS	21	33.9%	38	61.3%	3	4.8%	0	0.0%
Diploma/Certificate	6	25.0%	17	70.8%	1	4.2%	0	0.0%
TOTAL	31	30.4%	64	62.7%	6	5.9%	1	1.0%
1986-1987								
AA/AS	11	35.5%	17	54.8%	0	0.0%	3	9.7%
AAS	20	37.7%	32	60.4%	1	1.9%	0	0.0%
Diploma/Certificate	9	34.6%	14	53.8%	3	11.5%	0	0.0%
TOTAL	40	36.4%	63	57.3%	4	3.6%	3	2.7%
1987-1988								
AA/AS	10	30.3%	20	60.6%	2	6.1%	1	3.0%
AAS	16	31.4%	28	54.9%	5	9.8%	2	3.9%
Diploma/Certificate	9	50.0%	8	44.4%	1	5.6%	0	0.0%
TOTAL	35	34.3%	56	54.9%	8	7.8%	3	2.9%
1988-1989								
AA/AS	6	26.1%	15	65.2%	2	8.7%	0	0.0%
AAS	15	32.6%	29	63.0%	1	2.2%	1	2.2%
Diploma/Certificate	5	25.0%	14	70.0%	1	5.0%	0	0.0%
TOTAL	26	29.2%	58	65.2%	4	4.5%	1	1.1%
1989-1990								
AA/AS	8	30.8%	16	61.5%	2	7.7%	0	0.0%
AAS	21	46.7%	21	46.7%	3	6.7%	0	0.0%
Diploma/Certificate	2	33.3%	3	50.0%	1	16.7%	0	0.0%
TOTAL	31	40.3%	40	51.9%	6	7.8%	0	0.0%

Note that percentage figures are by row (award).

TABLE 13: Evaluation by 1989-90 PVCC Graduate Survey Respondents of their Academic Preparation for Employment by Employment Status and Job Satisfaction

CATEGORY	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
EMPLOYMENT STATUS								
Full-Time, Related	21	48.8%	19	44.2%	3	7.0%	0	0.0%
Full-Time, Unrelated	5	35.7%	8	57.1%	1	7.1%	0	0.0%
Part-Time, Related	2	28.6%	5	71.4%	0	0.0%	0	0.0%
Part-Time, Unrelated	1	12.5%	6	75.0%	1	12.5%	0	0.0%
JOB SATISFACTION								
Very Satisfied	14	70.0%	5	25.0%	1	5.0%	0	0.0%
Satisfied	13	27.1%	32	66.7%	3	6.3%	0	0.0%
Not Very Satisfied	2	50.0%	1	25.0%	1	25.0%	0	0.0%
Dissatisfied	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Note that percentage figures are by row (category).

TABLE 14: Academic Preparation of 1989-90 PVCC Graduate Survey Respondents in Comparison to Other Employees Within the Same Career Fields by Academic Program

PROGRAM	Better Prepared No.	Better Prepared Pct.	About As Well Prepared No.	About As Well Prepared Pct.	Not As Well Prepared No.	Not As Well Prepared Pct.
Liberal Arts	3	42.9%	4	57.1%	0	0.0%
Fine Arts	0	0.0%	0	0.0%	0	0.0%
A.A. DEGREE	3	42.9%	4	57.1%	0	0.0%
Business Administration	4	33.3%	7	58.3%	1	8.3%
Education	0	0.0%	1	100.0%	0	0.0%
General Studies	3	75.0%	1	25.0%	0	0.0%
Science	2	66.7%	1	33.3%	0	0.0%
A.S. DEGREE	9	45.0%	10	50.0%	1	5.0%
Accounting	2	100.0%	0	0.0%	0	0.0%
Computer Programming	1	50.0%	1	50.0%	0	0.0%
Computer Aided Drafting	1	25.0%	1	25.0%	2	50.0%
Electronics	1	100.0%	0	0.0%	0	0.0%
Lab Science	0	0.0%	0	0.0%	0	0.0%
Management	1	9.1%	9	81.8%	1	9.1%
Marketing	1	33.3%	2	66.7%	0	0.0%
Nursing	6	42.9%	8	57.1%	0	0.0%
Police Science	1	50.0%	1	50.0%	0	0.0%
Respiratory Therapy	1	25.0%	3	75.0%	0	0.0%
Secretarial Science	0	0.0%	0	0.0%	1	100.0%
A.A.S. DEGREE	15	34.1%	25	56.8%	4	9.1%
Career Studies	2	33.3%	3	50.0%	1	16.7%
Air Conditioning & Refrig.	0	0.0%	0	0.0%	1	100.0%
Administ. of Justice	0	0.0%	1	100.0%	0	0.0%
Business and Office	1	50.0%	1	50.0%	0	0.0%
Child Care	1	50.0%	1	50.0%	0	0.0%
CERTIFICATE	2	33.3%	3	50.0%	1	16.7%
TOTAL	29	37.7%	42	54.5%	6	7.8%

Note that percentage figures are by row (program).

TABLE 15: Academic Preparation of 1989-90 PVCC Graduate Survey Respondents in Comparison to Other Employees Within the Same Career Fields by Job Category

JOB CATEGORY	Better Prepared No.	Pct.	About As Well Prepared No.	Pct.	Not As Well Prepared No.	Pct.
Accountant	2	100.0%	0	0.0%	0	0.0%
Business Manager	0	0.0%	4	100.0%	0	0.0%
Child Care Worker	1	33.3%	2	66.7%	0	0.0%
Computer Programmer	2	100.0%	0	0.0%	0	0.0%
Data Entry Operator	1	100.0%	0	0.0%	0	0.0%
Draftsman	0	0.0%	1	33.3%	2	66.7%
Educator	0	0.0%	1	100.0%	0	0.0%
Electronics Worker	3	100.0%	0	0.0%	0	0.0%
Engineering Technician	0	0.0%	0	0.0%	1	100.0%
Lab Technician	0	0.0%	1	100.0%	0	0.0%
Nurse	6	42.9%	8	57.1%	0	0.0%
Respiratory Technician	1	25.0%	3	75.0%	0	0.0%
Sales Clerk	2	66.7%	1	33.3%	0	0.0%
Secretary	4	66.7%	2	33.3%	0	0.0%
OTHER	7	31.8%	12	54.5%	3	13.6%
TOTAL	29	41.4%	35	50.0%	6	8.6%

Note that percentage figures are by row (job category).

TABLE 16: Evaluation by 1989-90 PVCC Graduate Survey Respondents of Career Assistance Services at the College

SERVICE	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
Student Services	7	18.9%	22	59.5%	5	13.5%	3	8.1%
Academic Program	18	37.5%	23	47.9%	4	8.3%	3	6.3%
Faculty	24	50.0%	21	43.8%	2	4.2%	1	2.1%
Co-operative Education	15	53.6%	9	32.1%	2	7.1%	2	7.1%
OTHER	2	66.7%	0	0.0%	0	0.0%	1	33.3%

Note that percentage figures are by row (service).

TABLE 17: Salaries of 1989-90 PVCC Graduates Survey Respondents by Academic Degree and Program

PROGRAM	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Liberal Arts	7	$12,940	$8,500	$3,500	$33,000
A.A. DEGREE	7	$12,940	$8,500	$3,500	$33,000
Business Administration	11	$16,451	$17,000	$2,080	$35,000
Education	1	$17,600	$17,600	$17,600	$17,600
General Studies	6	$18,010	$11,000	$10,560	$35,000
Science	2	$19,000	$19,000	$13,000	$25,000
A.S. DEGREE	20	$17,231	$17,300	$2,080	$35,000
Accounting	1	$22,500	$22,500	$22,500	$22,500
Computer Programming	3	$18,179	$19,000	$8,000	$27,538
Computer Aided Drafting	3	$21,207	$18,000	$17,622	$28,000
Electronics	1	$16,000	$16,000	$16,000	$16,000
Management	9	$21,309	$21,000	$6,250	$35,000
Marketing	2	$19,750	$18,750	$17,500	$22,000
Nursing	14	$25,244	$26,150	$13,104	$30,000
Police Science	1	$26,000	$26,000	$26,000	$26,000
Respiratory Therapy	4	$22,625	$23,000	$20,000	$24,500
Secretarial Science	1	$6,426	$6,426	$6,426	$6,426
A.A.S. DEGREE	39	$22,161	$24,000	$6,250	$35,000
Career Studies					
Air Conditioning & Refrig.	1	$20,000	$20,000	$20,000	$20,000
Business and Office	1	$16,870	$16,870	$16,870	$16,870
Child Care	1	$17,000	$17,000	$17,000	$22,000
CERTIFICATE	3	$17,957	$17,000	$16,870	$22,000
TOTAL	69	$19,652	$20,000	$2,080	$35,000

Note that a respondent's salary may be reported in more than one academic program if that respondent earned more than one degree.

TABLE 18: Salaries of 1989-90 PVCC Graduate Survey Respondents by Job Category

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Accountant	1	$22,000	$22,000	$22,000	$22,000
Business Manager	4	$29,885	$27,535	$22,000	$35,000
Child Care Worker	2	$9,125	$9,125	$6,250	$12,000
Computer Programmer	2	$16,500	$16,500	$8,000	$25,000
Data Entry Operator	1	$5,000	$5,000	$5,000	$5,000
Draftsman	3	$21,207	$18,000	$17,622	$28,000
Educator	1	$17,600	$17,600	$17,600	$17,600
Electronics Worker	3	$20,667	$16,000	$13,000	$33,000
Nurse	15	$24,894	$26,100	$13,104	$30,000
Respiratory Technician	4	$22,625	$23,000	$20,000	$24,500
Sales Clerk	4	$5,645	$4,740	$2,080	$11,000
Secretary	7	$19,436	$19,283	$16,870	$22,000
OTHER	20	$18,215	$17,250	$6,426	$35,000
TOTAL	67	$17,908	$17,087	$2,080	$35,000

TABLE 19: Salaries of 1989-90 PVCC Graduate Survey Respondents by Employment Status and Job Satisfaction

CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
EMPLOYMENT STATUS					
Full-Time, Related	35	$23,580	$24,000	$14,400	$35,000
Full-Time, Unrelated	16	$20,369	$20,000	$8,300	$35,000
Part-Time, Related	6	$13,997	$12,552	$8,000	$20,000
Part-Time, Unrelated	9	$5,873	$6,125	$2,080	$8,500
JOB SATISFACTION					
Very Satisfied	21	$22,924	$23,750	$8,300	$35,000
Satisfied	40	$18,555	$18,500	$3,500	$35,000
Not Very Satisfied	6	$14,622	$18,077	$2,080	$22,000
Dissatisfied	0	--	--	--	--

TABLE 20: Salaries of 1989-90 PVCC Graduate Survey Respondents by Sex, Race, and Age

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
SEX					
Male	25	$19,854	$19,000	$2,080	$35,000
Female	43	$19,534	$19,142	$3,500	$35,000
RACE					
White	65	$19,320	$17,622	$2,080	$35,000
Black	3	$26,833	$27,500	$20,000	$33,000
Other	0	--	--	--	--
AGE					
Under 18	0	--	--	--	--
18-22	11	$11,658	$11,000	$2,080	$25,000
22-25	9	$18,355	$20,000	$7,500	$28,000
25-35	26	$21,036	$23,000	$3,500	$35,000
35-45	16	$22,364	$24,250	$6,260	$35,000
45-60	6	$23,023	$21,000	$17,600	$32,000
60 & Over	0	--	--	--	--

TABLE 21: Fields of Study at Four-Year Colleges or Universities of 1989-90 PVCC Graduate Survey Respondents

FIELD OF STUDY	Campbell Univ.	JMU	Mary Baldwin	Mary Washington	Med. Coll. VA	ODU	Radford	Univ. Houston	UVA	VCU	TOTAL
Accounting	0	1	0	0	0	0	0	0	4	0	5
Business Admin.	0	1	2	0	0	0	0	0	0	1	4
Business/Mgt	0	1	0	0	0	0	1	0	0	0	2
Childhood Educ.	0	1	0	0	0	0	0	0	0	0	1
Communications	0	0	1	0	0	1	0	0	1	0	3
Comp. Info. Sys.	0	1	0	0	0	0	0	0	0	0	1
English	0	0	0	0	0	0	0	0	1	0	1
Environm. Sci.	0	0	0	0	0	0	0	0	1	0	1
Government	0	0	0	0	0	0	0	0	2	0	2
Management	0	3	0	0	0	0	0	0	1	0	4
Marketing	0	1	0	0	0	0	0	0	1	0	2
Med. Tech.	0	0	1	0	0	0	0	0	0	0	1
Nursing	0	0	0	0	0	0	0	0	1	0	1
Pharmacology	1	0	0	0	1	0	0	0	0	0	2
Philosophy	0	0	0	1	0	0	0	0	1	0	2
Pre-op	0	0	0	0	0	0	0	1	0	0	1
Psychobiology	0	0	0	0	0	0	0	0	1	0	1
Psychology	0	0	2	0	0	0	0	0	1	0	3
Religion	0	0	1	0	0	0	0	0	0	0	1
Sociology	0	0	0	0	0	0	0	0	1	0	1
TOTAL	1	9	7	1	1	1	1	1	16	1	39

TABLE 22: Average GPA's of 1989-90 PVCC Graduate Survey Respondents at Four-Year Colleges and Universities

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
Campbell University	1	2.600	2.600	2.600
James Madison University	8	2.620	1.100	3.400
Mary Baldwin	5	3.280	3.000	3.600
Medical College of VA	1	3.430	3.430	3.430
Old Dominion	1	2.000	2.000	2.000
Radford	1	2.500	2.500	2.500
University of Houston	1	3.500	3.500	3.500
University of Virginia	14	3.020	2.010	3.800
Virginia Commonwealth U	1	3.000	3.000	3.000
TOTAL	33	2.883	1.100	3.800

TABLE 23: Average GPA's of 1989-90 PVCC Graduate Survey Respondents at Four-Year Colleges or Universities by Four-Year Field of Study

FIELD OF STUDY	No.	Average GPA	Minimum GPA	Maximum GPA
Accounting	4	2.128	1.100	3.000
Business Admin.	2	3.100	3.000	3.200
Business/Management	2	2.400	2.300	2.500
Childhood Education	1	3.350	3.350	3.350
Communications	3	2.800	2.000	3.300
Computer Info. Sys.	1	2.400	2.400	2.400
English	1	3.710	3.710	3.710
Government	2	2.950	2.700	3.200
Management	4	2.975	2.400	3.400
Marketing	2	2.610	2.300	2.920
Med. Tech.	1	3.600	3.600	3.600
Nursing	1	3.740	3.740	3.740
Pharmacology	2	3.015	2.600	3.430
Philosophy	1	2.700	2.700	2.700
Pre-op	1	3.500	3.500	3.500
Psychobiology	1	3.800	3.800	3.800
Psychology	3	3.200	3.000	3.500
Sociology	1	3.300	3.300	3.300
TOTAL	33	2.883	1.100	3.800

TABLE 24: Average GPA's of 1989-90 PVCC Graduate Survey Respondents at Four-Year Colleges and Universities by Sex, Race, and Age

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
SEX				
Male	12	2.766	1.100	3.740
Female	21	3.022	2.010	3.800
RACE				
White	31	2.883	1.100	3.740
Black	0	--	--	--
Other	2	3.650	3.500	3.800
AGE				
Under 18	0	--	--	--
18-22	11	2.773	2.000	3.430
22-25	6	2.600	1.100	3.500
25-35	11	3.111	2.010	3.800
35-45	4	3.260	3.000	3.740
45-60	1	3.300	3.300	3.300
60 & Over	0	--	--	--

TABLE 25: Fields of Study at Two-Year and Specialized Institutions of 1989-90 PVCC Graduate Survey Respondents

FIELD OF STUDY	PVCC	MILLINGTON TENNESSEE	J.S.REYNOLDS	TOTAL
Aviation Electronics	0	1	0	1
Computer Info. System	0	0	1	1
Engineering	1	0	0	1
Engineering/Science	2	0	0	2
Office Technology	1	0	0	1
Sociology	1	0	0	1
Transfer Program	2	0	0	2
TOTAL	7	1	1	9

TABLE 26: Evaluation by 1989-90 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Academic Program

PROGRAM	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
Liberal Arts	4	44.4%	5	55.6%	0	0.0%	0	0.0%
Fine Arts	0	0.0%	0	0.0%	0	0.0%	0	0.0%
A.A. DEGREE	4	44.4%	5	55.6%	0	0.0%	0	0.0%
Business Administration	7	35.0%	12	60.0%	1	5.0%	0	0.0%
Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%
General Studies	2	33.3%	4	66.7%	0	0.0%	0	0.0%
Science	1	20.0%	4	80.0%	0	0.0%	0	0.0%
A.S. DEGREE	10	31.3%	21	65.6%	1	3.1%	0	0.0%
Computer Aided Drafting	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Management	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Marketing	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Police Science	0	0.0%	1	100.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	1	16.7%	5	83.3%	0	0.0%	0	0.0%
Career Studies	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Business & Office	0	0.0%	0	0.0%	1	100.0%	0	0.0%
CERTIFICATE	0	0.0%	0	0.0%	1	100.0%	0	0.0%
TOTAL	14	33.3%	26	61.9%	2	4.8%	0	0.0%

Note that percentage figures are by row (program).

TABLE 27: Evaluation by 1989-90 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Four-Year College or University

COLLEGE OR UNIVERSITY	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
Campbell University	0	0.0%	1	100.0%	0	0.0%	0	0.0%
James Madison University	1	11.1%	8	88.9%	0	0.0%	0	0.0%
Mary Baldwin	4	57.1%	3	42.9%	0	0.0%	0	0.0%
Medical College of VA	0	0.0%	1	0.0%	0	0.0%	0	0.0%
Old Dominion	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Radford	0	0.0%	1	100.0%	0	0.0%	0	0.0%
University of Houston	0	0.0%	1	100.0%	0	0.0%	0	0.0%
University of Virginia	7	46.7%	7	46.7%	1	6.7%	0	0.0%
Virginia Commonwealth U	0	0.0%	1	50.0%	1	50.0%	0	0.0%
TOTAL	13	34.2%	23	60.5%	2	5.3%	0	0.0%

Note that percentage figures are by row (college or university).

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TABLE 28: Evaluation of 1989-90 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Four-Year Field of Study

FIELD OF STUDY	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
Accounting	2	40.0%	2	40.0%	1	20.0%	0	0.0%
Business Admin.	1	25.0%	3	75.0%	0	0.0%	0	0.0%
Business/Management	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Childhood Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Communications	2	66.7%	1	33.3%	0	0.0%	0	0.0%
Computer Info. Sys.	0	0.0%	1	100.0%	0	0.0%	0	0.0%
English	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Environmental Sci.	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Government	1	50.0%	1	0.0%	0	0.0%	0	0.0%
Management	1	25.0%	3	0.0%	0	0.0%	0	0.0%
Marketing	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Med. Tech.	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Pharmacology	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Philosophy	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Pre-op	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Psychobiology	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Psychology	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Religion	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Sociology	1	100.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	13	35.1%	23	62.2%	1	2.7%	0	0.0%

Note that percentage figures are by row (field of study).

TABLE 29: Evaluation by PVCC AA/AS Graduate Survey Respondents of their Academic Preparation for College Transfer

YEAR	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
1980-1981	8	33.3%	14	58.3%	2	8.3%	0	0.0%
1981-1982	11	37.9%	15	51.7%	3	10.3%	0	0.0%
1982-1983	10	34.5%	10	34.5%	9	31.0%	0	0.0%
1983-1984	(A follow-up survey was not conducted)							
1984-1985	10	43.5%	7	30.4%	6	26.1%	0	0.0%
1985-1986	11	39.3%	12	42.9%	5	17.9%	0	0.0%
1986-1987	12	40.0%	13	43.3%	5	16.7%	0	0.0%
1987-1988	13	40.6%	17	53.1%	1	3.1%	1	3.1%
1988-1989	20	47.6%	20	47.6%	1	2.4%	1	2.4%
1989-1990	14	34.1%	26	63.4%	1	2.4%	0	0.0%

Note that percentage figures are by row (year).

TABLE 30: Evaluation by 1989-90 PVCC Graduate Survey Respondents of their Academic Preparation at PVCC by Academic Program for College Transfer in Comparison to Students Starting as Freshmen at the Transfer Institutions

PROGRAM	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
Liberal Arts	4	40.0%	5	50.0%	1	10.0%
Fine Arts	0	0.0%	0	0.0%	0	0.0%
A.A. DEGREE	4	40.0%	5	50.0%	1	10.0%
Business Administration	5	29.4%	9	52.9%	3	17.6%
Education	0	0.0%	1	100.0%	0	0.0%
General Studies	2	40.0%	3	60.0%	0	0.0%
Science	2	50.0%	2	50.0%	0	0.0%
A.S. DEGREE	9	33.3%	15	55.6%	3	11.1%
Lab Science	1	100.0%	0	0.0%	0	0.0%
Nursing	1	100.0%	0	0.0%	0	0.0%
Police Science	0	0.0%	1	100.0%	0	0.0%
A.A.S. DEGREE	2	66.7%	1	33.3%	0	0.0%
Career Studies	0	0.0%	0	0.0%	0	0.0%
CERTIFICATE	0	0.0%	0	0.0%	0	0.0%
TOTAL	15	37.5%	21	52.5%	4	10.0%

Note that percentage figures are by row (program).

TABLE 31: Evaluation by 1989-90 PVCC Graduate Survey Respondents by Four-Year Institution of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions

COLLEGE OR UNIVERSITY	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
Campbell University	0	0.0%	1	100.0%	0	0.0%
James Madison University	2	25.0%	5	62.5%	1	12.5%
Mary Baldwin	5	71.4%	2	28.6%	0	0.0%
Medical College of VA	0	0.0%	1	100.0%	0	0.0%
Old Dominion	1	100.0%	0	0.0%	0	0.0%
Radford	0	0.0%	1	100.0%	0	0.0%
University of Houston	0	0.0%	1	100.0%	0	0.0%
University of Virginia	2	14.3%	9	64.3%	3	21.4%
Virginia Commonwealth U	1	100.0%	0	0.0%	0	0.0%
TOTAL	11	31.4%	20	57.1%	4	11.4%

Note that percentage figures are by row (college or university).

TABLE 32: Evaluation by 1989-90 PVCC Graduate Survey Respondents by Four-Year Field of Study of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions

FIELD OF STUDY	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
Accounting	0	0.0%	3	60.0%	2	40.0%
Business Admin.	3	75.0%	1	25.0%	0	0.0%
Business/Management	0	0.0%	2	100.0%	0	0.0%
Childhood Education	0	0.0%	1	100.0%	0	0.0%
Communications	2	66.7%	1	33.3%	0	0.0%
Computer Info. Sys.	0	0.0%	1	100.0%	0	0.0%
English	0	0.0%	1	100.0%	0	0.0%
Environmental Sci.	0	0.0%	1	100.0%	0	0.0%
Government	1	50.0%	0	0.0%	1	50.0%
Management	1	33.3%	2	66.7%	0	0.0%
Marketing	0	0.0%	0	0.0%	1	100.0%
Med. Tech.	1	100.0%	0	0.0%	0	0.0%
Nursing	1	100.0%	0	0.0%	0	0.0%
Pharmacology	0	0.0%	2	100.0%	0	0.0%
Philosophy	0	0.0%	1	100.0%	0	0.0%
Pre-op	0	0.0%	1	100.0%	0	0.0%
Psychobiology	1	100.0%	0	0.0%	0	0.0%
Psychology	1	33.3%	2	66.7%	0	0.0%
Religion	1	100.0%	0	0.0%	0	0.0%
Sociology	0	0.0%	1	100.0%	0	0.0%
TOTAL	12	35.3%	20	58.8%	2	5.9%

Note that percentage figures are by row (field of study).

TABLE 33: Evaluation by PVCC AA/AS Graduate Survey Respondents of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions

YEAR	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
1980-1981	4	16.7%	17	70.8%	3	12.5%
1981-1982	8	28.6%	14	50.0%	6	21.4%
1982-1983	10	32.3%	15	48.4%	6	19.4%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	6	28.6%	9	42.9%	6	28.6%
1985-1986	8	29.6%	15	55.6%	4	14.8%
1986-1987	11	40.7%	7	25.9%	9	33.3%
1987-1988	8	25.8%	21	67.7%	2	6.5%
1988-1989	12	36.4%	19	57.6%	2	6.1%
1989-1990	13	35.1%	20	54.1%	4	10.8%

Note that percentage figures are by row (year).

TABLE 34: Evaluation by 1989-90 PVCC Graduate Survey Respondents of the Quality of Instruction between PVCC and the Four-Year Colleges and Universities to which they Transferred

COLLEGE OR UNIVERSITY	PVCC better quality No.	Pct.	Both colleges the same No.	Pct.	PVCC less quality No.	Pct.
Campbell University	0	0.0%	1	100.0%	0	0.0%
James Madison University	1	11.1%	7	77.8%	1	11.1%
Mary Baldwin	0	0.0%	5	100.0%	0	0.0%
Medical College of VA	0	0.0%	0	0.0%	1	100.0%
Old Dominion	0	0.0%	0	0.0%	1	100.0%
Radford	0	0.0%	1	100.0%	0	0.0%
University of Houston	1	100.0%	0	0.0%	0	0.0%
University of Virginia	3	18.8%	9	56.3%	4	25.0%
Virginia Commonwealth U	0	0.0%	1	100.0%	0	0.0%
TOTAL	5	13.9%	24	66.7%	7	19.4%

Note that percentage figures are by row (college or university).

TABLE 35: Evaluation by PVCC AA/AS Graduate Survey Respondents of the Quality of Instruction between PVCC and the Four-Year Colleges and Universities to which they Transferred

YEAR	PVCC better quality		Both colleges the same		PVCC less quality	
	No.	Pct.	No.	Pct.	No.	Pct.
1980-1981	2	8.7%	17	73.9%	4	17.4%
1981-1982	5	18.5%	14	51.9%	8	29.6%
1982-1983	10	31.3%	16	50.0%	6	18.8%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	2	9.1%	12	54.5%	8	36.4%
1985-1986	6	23.1%	16	61.5%	4	15.4%
1986-1987	4	17.4%	16	69.6%	3	13.0%
1987-1988	5	17.9%	16	57.1%	7	25.0%
1988-1989	5	14.7%	25	73.5%	4	11.8%
1989-1990	5	13.9%	24	66.7%	7	19.4%

Note that percentage figures are by row (year).

TABLE 36: Evaluation by 1989-90 PVCC Graduate Survey Respondents of the Strictness of Grading Practices Between PVCC and the Four-Year Colleges and Universities to which they Transferred

COLLEGE OR UNIVERSITY	PVCC stricter		Both colleges the same		PVCC less strict	
	No.	Pct.	No.	Pct.	No.	Pct.
Campbell University	0	0.0%	1	100.0%	0	0.0%
James Madison University	0	0.0%	7	77.8%	2	22.2%
Mary Baldwin	0	0.0%	3	60.0%	2	40.0%
Medical College of VA	0	0.0%	1	100.0%	0	0.0%
Old Dominion	0	0.0%	0	0.0%	1	100.0%
Radford	0	0.0%	1	100.0%	0	0.0%
University of Houston	0	0.0%	1	100.0%	0	0.0%
University of Virginia	0	0.0%	8	50.0%	8	50.0%
Virginia Commonwealth U	0	0.0%	1	100.0%	0	0.0%
TOTAL	0	0.0%	23	63.9%	13	36.1%

Note that percentage figures are by row (college or university).

TABLE 37: Evaluation by PVCC AA/AS Graduate Survey Respondents of the Strictness of Grading Practices between PVCC and the Four-Year Colleges and Universities to Which They Transferred

YEAR	PVCC stricter No.	PVCC stricter Pct.	Both colleges the same No.	Both colleges the same Pct.	PVCC less strict No.	PVCC less strict Pct.
1980-1981	0	0.0%	8	36.4%	14	63.6%
1981-1982	0	0.0%	13	46.4%	15	53.6%
1982-1983	2	6.1%	21	63.6%	10	30.3%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	0	0.0%	8	36.4%	14	63.6%
1985-1986	3	11.5%	10	38.5%	13	50.0%
1986-1987	1	4.2%	9	37.5%	14	58.3%
1987-1988	1	3.6%	10	35.7%	17	60.7%
1988-1989	2	6.1%	21	63.6%	10	30.3%
1989-1990	0	0.0%	23	63.9%	13	36.1%

Note that percentage figures are by row (year).

TABLE 38: Evaluation by 1989-90 PVCC Graduate Survey Respondents of Student Competitiveness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

COLLEGE OR UNIVERSITY	PVCC more competitive No.	PVCC more competitive Pct.	Both colleges the same No.	Both colleges the same Pct.	PVCC less competitive No.	PVCC less competitive Pct.
Campbell University	0	0.0%	0	0.0%	1	100.0%
James Madison University	0	0.0%	1	12.5%	7	87.5%
Mary Baldwin	0	0.0%	4	80.0%	1	20.0%
Medical College of VA	0	0.0%	0	0.0%	1	100.0%
Old Dominion	0	0.0%	0	0.0%	1	100.0%
Radford	0	0.0%	1	100.0%	0	0.0%
University of Houston	0	0.0%	0	0.0%	1	100.0%
University of Virginia	0	0.0%	5	31.3%	11	68.8%
Virginia Commonwealth U	0	0.0%	1	100.0%	0	0.0%
TOTAL	0	0.0%	12	34.3%	23	65.7%

Note that percentage figures are by row (college or university).

TABLE 39: Evaluation by PVCC AA/AS Graduate Survey Respondents of Student Competitiveness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

YEAR	PVCC more competitive No.	Pct.	Both colleges the same No.	Pct.	PVCC less competitive No.	Pct.
1980-1981	0	0.0%	4	20.0%	16	80.0%
1981-1982	3	11.1%	7	25.9%	17	63.0%
1982-1983	0	0.0%	10	31.3%	22	68.8%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	0	0.0%	8	36.4%	14	63.6%
1985-1986	0	0.0%	8	29.6%	19	70.4%
1986-1987	2	8.3%	9	37.5%	13	54.2%
1987-1988	1	3.8%	10	38.5%	15	57.7%
1988-1989	1	3.0%	10	30.3%	22	66.7%
1989-1990	0	0.0%	12	34.3%	23	65.7%

Note that percentage figures are by row (year).

TABLE 40: Evaluation by 1989-90 PVCC Graduate Survey Respondents of Faculty and Staff Friendliness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

COLLEGE OR UNIVERSITY	PVCC more friendly No.	Pct.	Both colleges the same No.	Pct.	PVCC less friendly No.	Pct.
Campbell University	0	0.0%	1	100.0%	0	0.0%
James Madison University	6	66.7%	3	33.3%	0	0.0%
Mary Baldwin	1	20.0%	4	80.0%	0	0.0%
Medical College of VA	0	0.0%	1	100.0%	0	0.0%
Old Dominion	0	0.0%	1	100.0%	0	0.0%
Radford	1	100.0%	0	0.0%	0	0.0%
University of Houston	1	100.0%	0	0.0%	0	0.0%
University of Virginia	12	75.0%	3	18.8%	1	6.3%
Virginia Commonwealth U	1	100.0%	0	0.0%	0	0.0%
TOTAL	22	61.1%	13	36.1%	1	2.8%

Note that percentage figures are by row (college or university).

TABLE 41: Evaluation by AA/AS PVCC Graduate Survey Respondents of Faculty and Staff Friendliness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

YEAR	PVCC more friendly No.	Pct.	Both colleges the same No.	Pct.	PVCC less friendly No.	Pct.
1980-1981	15	65.2%	6	26.1%	2	8.7%
1981-1982	14	50.0%	11	39.3%	3	10.7%
1982-1983	22	68.8%	10	31.3%	0	0.0%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	10	45.5%	12	54.5%	0	0.0%
1985-1986	17	63.0%	9	33.3%	1	3.7%
1986-1987	13	50.0%	12	46.2%	1	3.8%
1987-1988	15	53.6%	12	42.9%	1	3.6%
1988-1989	17	51.5%	16	48.5%	0	0.0%
1989-1990	22	61.1%	13	36.1%	1	2.8%

Note that percentage figures are by row (year).

TABLE 42: Evaluation by 1989-90 PVCC Graduate Survey Respondents of Individual Attention Shown Students Between PVCC and the Four-Year Colleges and Universities To Which They Transferred

COLLEGE OR UNIVERSITY	PVCC shows more attention No.	Pct.	Both colleges the same No.	Pct.	PVCC shows less attention No.	Pct.
Campbell University	0	0.0%	1	100.0%	0	0.0%
James Madison University	8	88.9%	1	11.1%	0	0.0%
Mary Baldwin	1	20.0%	4	80.0%	0	0.0%
Medical College of VA	1	100.0%	0	0.0%	0	0.0%
Old Dominion	1	100.0%	0	0.0%	0	0.0%
Radford	1	100.0%	0	0.0%	0	0.0%
University of Houston	1	100.0%	0	0.0%	0	0.0%
University of Virginia	10	62.5%	5	31.3%	1	6.3%
Virginia Commonwealth U	1	100.0%	0	0.0%	0	0.0%
TOTAL	24	66.7%	11	30.6%	1	2.8%

Note that percentage figures are by row (college or university).

TABLE 43: Evaluation by PVCC AA/AS Graduate Survey Respondents of Individual Attention Shown Students Between PVCC and the Four-Year Colleges and Universities To Which They Transferred

YEAR	PVCC shows more attention No.	Pct.	Both colleges the same No.	Pct.	PVCC shows less attention No.	Pct.
1980-1981	16	69.6%	3	13.0%	4	17.4%
1981-1982	18	64.3%	8	28.6%	2	7.1%
1982-1983	22	66.7%	10	30.3%	1	3.0%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	15	68.2%	5	22.7%	2	9.1%
1985-1986	19	70.4%	7	25.9%	1	3.7%
1986-1987	14	56.0%	9	36.0%	2	8.0%
1987-1988	18	64.3%	8	28.6%	2	7.1%
1988-1989	18	54.5%	14	42.4%	1	3.0%
1989-1990	24	66.7%	11	30.6%	1	2.8%

Note that percentage figures are by row (year).

TABLE 44: Evaluation by 1989-90 PVCC Graduate Survey Respondents of College Transfer Assistance Services at the College

SERVICE	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
Student Services	6	35.3%	10	58.8%	1	5.9%	0	0.0%
Academic Program	13	59.1%	7	31.8%	2	9.1%	0	0.0%
Faculty	17	68.0%	6	24.0%	2	8.0%	0	0.0%
Co-operative Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%
OTHER	1	50.0%	0	0.0%	1	50.0%	0	0.0%

Note that percentage figures are by row (service).

APPENDIX A

GRADUATE SURVEY

Piedmont Virginia Community College
Graduate Survey Form

Name: _____

Address: _____

_____

Telephone #: _____ Social Security Number: _____

Instructions: Please answer ALL questions that apply to you. This information will be treated as confidential with answers being combined for group analysis. Thank you for your cooperation!

I. Employment:

1. Currently I am:

_____ Employed FULL-TIME in a career field RELATED to my field of study at PVCC.
_____ Employed PART-TIME in a career field RELATED to my field of study at PVCC.
_____ Employed FULL-TIME in a career field UNRELATED to my field of study at PVCC.
_____ Employed PART-TIME in a career field UNRELATED to my field of study at PVCC.
_____ Serving in the military full-time.
_____ Serving as a homemaker full-time.
_____ Unemployed (seeking employment).
_____ Unemployed (NOT seeking employment).

If you checked one of these, skip ahead to section II.

2. My job is:

_____ Artist
_____ Computer programmer
_____ Data Entry Operator
_____ Systems Analyst
_____ Business Manager
_____ Sales Clerk
_____ Secretary
_____ Typist
_____ Electrician
_____ Electronics Worker
_____ Child Care Worker
_____ Law Enforcement Official
_____ Draftsman
_____ Draftsman (computer-aided)
_____ Health Technician
_____ Respiratory Technician
_____ Nurse
_____ Accountant
_____ Educator
_____ Drama/Theatre worker
_____ Musician
_____ Laboratory Technician
_____ Engineer Technician
_____ Journalist
_____ Construction worker
_____ OTHER (please list)
_____

3. My exact job title is _____

4. The name of my employer is _____

5. May we contact your employer to conduct an employer follow-up survey? _____ Yes _____ No. (if yes, please complete the attached form).

6. My annual salary is _____ (based on approx. _____ hrs./week).

7. My job is

_____ Very satisfying (a superior job)
_____ Satisfying (a good job)
_____ Not very satisfying (a fair job)
_____ Unsatisfying (a poor job).

8. I intend to pursue this job as a long-range career: _____ Yes _____ No _____ Undecided

9. I obtained this job:

_____ Before attending PVCC
_____ While attending PVCC
_____ After graduating from PVCC.

10. I received assistance from PVCC in obtaining this job: _____ Yes _____ No.

11. Rate the quality of career assistance received from the following:

	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
Student Services	_____	_____	_____	_____	_____
Academic program	_____	_____	_____	_____	_____
Faculty	_____	_____	_____	_____	_____
Co-op. program	_____	_____	_____	_____	_____
OTHER (please list) _____	_____	_____	_____	_____	_____

12. Overall, in relation to my present job, the academic preparation I received from PVCC was:

EXCELLENT	GOOD	FAIR	POOR
_____	_____	_____	_____

13. I participated in the Co-op. program _____ Yes _____ No.
I obtained my job after graduation through the Co-op. program _____ Yes _____ No.

14. Compared educationally to other employees beginning their careers in my job field, I was _____ not as well prepared _____ about as well prepared _____ better prepared.

-OVER-

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II. Further Education:

1. I am: _____ Attending a four-year college or university full-time.
   _____ Attending a four-year college or university part-time.
   _____ Attending a community college full-time.
   _____ Attending a community college part-time.
   _____ Attending some other type of school.
   _____ Not presently attending school (if you checked this, skip ahead to section III).
2. Name of School _____
3. Address of School _____
4. Major Field of Study _____
5. My current grade point average (GPA) is _____ (on a 4.0 basis). This is based on _____ credits earned at the new school.
6. The preparation at PVCC for my current studies was:
   _____ Excellent _____ Good _____ Fair _____ Poor.
7. In comparison to students who started at my new school as freshmen, I feel _____ not as well prepared _____ about as well prepared _____ better prepared.
8. PVCC compares to my new school in:

	PVCC has more	About the same	Current school has more
Degree of student competitiveness	_____	_____	_____
Friendliness of faculty and staff	_____	_____	_____
Individual attention shown students	_____	_____	_____
Strictness of grading practices	_____	_____	_____
Quality of instruction	_____	_____	_____

9. The school to which I transferred was my _____ first choice _____ second choice _____ third choice.
10. If assistance was received from PVCC in transferring to my new school, rate the quality of assistance from the following:

	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
Student Services	_____	_____	_____	_____	_____
Academic program	_____	_____	_____	_____	_____
Faculty	_____	_____	_____	_____	_____
Co-op. program	_____	_____	_____	_____	_____
OTHER (please list)					
_____	_____	_____	_____	_____	_____

11. The credits I earned at PVCC _____ did _____ did not transfer as I expected they would.
12. The number of credits not accepted by my new school was _____
    The courses not accepted were _____

III. Comments and Suggestions

Please list any comments or suggestions below (and on a continuation sheet if needed). We are particularly interested in how we can improve our curriculum and services.

APPENDIX B

SURVEY COVER LETTERS

Piedmont
Virginia
Community
College

oute 6, Box 1-A, Charlottesville, Virginia, 22901-8714, Tel. 804/977-3900

February 26, 1991

Dear PVCC Graduate:

If you attended graduation rehearsal last June, you will remember I told you that one of the best sources of information available to Piedmont Virginia Community College (PVCC) is the follow-up survey of graduates conducted each year. The results of the survey are used in making decisions concerning what programs are offered and how well the college serves both its students and its community.

You have been away from Piedmont for over six months now, and you have new insights concerning the value of a PVCC education and how well it prepared you for either your current job or your course of study at another institution of higher education.

Could you please take a few moments and complete the enclosed questionnaire? Your response will be treated as confidential and only summary data on the class as a whole will be published.

If you are employed, we would also like to have your permission to include your employer among those we survey annually to determine employer satisfaction with PVCC programs of study and graduates. If you will permit us to do this, could you please complete the enclosed authorization form and return it with the questionnaire?

A postage-paid, return envelope has been enclosed for your convenience. Thank you for your assistance in this important study.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research and Planning

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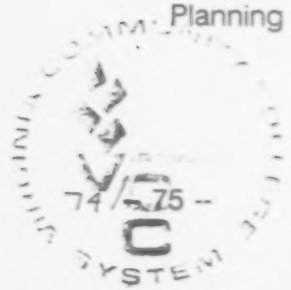

PIEDMONT VIRGINIA COMMUNITY COLLEGE
EMPLOYER CONTACT AUTHORIZATION FORM

Date _____

I, the undersigned, grant permission for Piedmont Virginia Community College (PVCC), from which I recently graduated, to contact my employer for the purpose of conducting an employer survey to determine employer satisfaction with the college, its graduates, and its programs of study. I authorize my employer to complete the employer survey form and return it to PVCC.

I understand that the purpose of the employer survey is educational, that survey results will remain confidential, and that only aggregate, not individual, data will be released by PVCC.

_____

(signature)

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Piedmont
Virginia
Community
College

Route 6, Box 1-A, Charlottesville, Virginia, 22901-8714, Tel. 804/977-3900

March 25, 1991

Dear PVCC Graduate:

Approximately a month ago I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. As I wrote in the letter accompanying the questionnaire, we need information from you so we can improve our academic offerings and administrative services and make Piedmont an even better educational institution.

Perhaps you never received the questionnaire. Can you please help us by completing the questionnaire (another copy of which is enclosed with this letter)? This will only take a few minutes of your time, and your individual responses will remain confidential. A stamped, self addressed envelope is provided for your convenience.

I look forward to hearing from you, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research and Planning

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Piedmont
Virginia
Community
College

oute 6, Box 1-A, Charlottesville, Virginia, 22901-8714, Tel. 804/977-3900

April 26, 1991

Dear PVCC Graduate:

At the end of February, I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. In early April, I wrote again asking you to return the questionnaire. It is now nearly graduation and I still have not received a completed questionnaire from you.

If you have already completed and returned the questionnaire, I apologize for any inconvenience this letter might cause. However, if you have *not* completed and returned the questionnaire, please help me by doing so. The questionnaire, another copy of which is enclosed with this letter, will take only a few minutes to complete, and your individual responses will remain confidential. A stamped, self-addressed envelope is provided for your convenience (this was accidentally left out of the second mailing of the survey in March).

This graduate survey is vitally important to us, because it is only through information provided by you and your classmates that we can improve both our academic offerings and administrative services and make Piedmont and even better educational institution.

I look forward to hearing from you soon, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research and Planning

encl

VIRGINIA COMMUNITY COLLEGE SYSTEM
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APPENDIX C

Selected Comments by Survey Respondents

General

I would like to see more classes offered at PVCC that relate to the field of purchasing.

Having certain required courses only taught once a year and in some cases, not at night prolonged my studies at the school. If something could be done about this it would certainly help working people like me.

I hope that my new school can hold up to PVCC's "Friendliness of staff" and "individualized attention" shown to students, which is superior. Outstanding transfer program. The only unfortunate thing is this past years budget cut, which obviously did not allow for extra course offerings. Perhaps work on more religious classes also, but I guess I'm just biased.

Most of the classes I took were for personal enrichment and enjoyment as opposed to their necessity for a career. I have a Bachelor's Degree as well as the Associate Degree from PVCC. Being a state employee, I realize the budget problems all agencies are having. If possible. I would like to see PVCC expand in the area of recreational courses by offering classes in banjo instruction and square dancing. In the future I may take additional courses in computers just to expand my knowledge.

PVCC has been excellent for me.

Piedmont is a very good college!!! Even though there is no "on - Campus" housing, I was still able to meet people. Instructors are excellent!

Additional grant/scholarship resources for middle income individuals who do not qualify for federal assistance is sorely needed.

I feel PVCC offered a well-rounded, educational, and enjoyable curriculum.

I graduated from PVCC 40 years after H.S. graduation. I raised my children, moved around the world with my navel officer husband and earned an education in experience and self study during those years. I also earned credit from four different schools. One of the proudest and happiest moments of my life was the day I graduated from PVCC! I enjoyed every minute I was privileged to study there. I think the instruction for the most part was very good. I do think the school is missing the opportunity to profit by its older graduates. In all the courses I took at the college level I only had one "B". (all the rest were "A's" but no mention was made of that at graduation. Use your older graduates at indoctrination classes. They can keep those who come behind to appreciate the wonderful opportunities they have by studying at PVCC. Recruit all ages. You can make a difference in someone's life!

Transfer to Four-Year Colleges and Universities

My two years at PVCC provided me with more than a AA degree. It was the first step in helping me make the transition from full-time-mom to mom-and-student. The encouragement of the faculty inspired me with confidence in myself and my abilities. I am now in the process of looking at PhD programs in neuroscience, which is what I plan to do when I graduate from UVA next year. By the way, today I learned that I've been accepted into the Psychology Honors Program! Many thanks for helping me to open the door to a new career!

PVCC was very cooperative in working with JS Reynolds Community College and accepting the credits which I needed to graduate. The counseling services were excellent as were the advisors and faculty.

I am not at all prepared for the program at UVA's Commerce School. This has hurt my grades tremendously. I believe PVCC needs to be more demanding in what they teach and what they expect from their students. I believe PVCC should push more computer and math skills on students who are planning to transfer to a four year college. This transfer has been extremely difficult for me. I do not possess the skills needed to make the grade at UVA. If I had known what UVA expected, then I would have acquired some classes at PVCC to help my transfer be easier. Also, UVA students must write many papers for their classes and on the whole at PVCC, I was required to write one term paper, so I am also lacking in these skills. Thank you for asking about that subject. I hope that PVCC will make some changes so other students transfers will be easier and that they will be better prepared for a four year school.

The faculty at PVCC made my transfer from NVCC very easy, even at the late date in the fall of 88.

I was accepted to UVA's McIntire School of Commerce for fall semester following graduation from PVCC.

I was very pleased with the PVCC program. However, the Mary Baldwin program leaves something to be desired because I applied 11-90 and still have no answer.

Although I have been graduated a year now, I still am taking courses at PVCC. The undergraduate curriculum was excellent and the faculty was good as well. I have heard many complaints about the Mary Baldwin College ADP program which is why I am continuing my degree at another institution.

Transfer of CLEP credits into Piedmont's grade transcripts could be made a little easier.

PVCC was a great stepping stone in my college preparation. It has enabled me to come to MCV with more confidence in myself and the ability to relate to college professors methods of teaching. PVCC obviously didn't have the quality of instruction that I have found here at the Medical School but it was sufficient enough to give me a firm foundation on which to build.

(Now a student at JMU) Great! Thank You.

I think the faculty and administration at PVCC should be better informed about other adult degree programs offered besides Mary Baldwin. Mary Washington and JMU both have adult degree programs and the information should be made available to students.

You need to have on hand in the library, books about the major schools in the state that people transfer. Showing which credits will transfer and what courses are needed in which to graduate from that school.

Some credits did not transfer toward the requirements I thought they would. I really enjoyed my time at PVCC, but more time should be spent coordinating what is required by four year schools and what is available at PVCC.

I believe that PVCC met my expectations of preparing me to transfer to a four-year school. I'm just as competent in my classes as those who started at the four-year school. The only problem I've run into since transferring is one that PVCC couldn't prepare me for, and that is the large number of students and the impersonal atmosphere of a four year school.

A lot of my credits transferred as electives. Some of the full year sequences required at PVCC are required only one semester for JMU students. For example, I took a full year of economics at PVCC and only needed one semester at JMU. Something that would probably help would be to have a list of liberal studies required by JMU so that students would not take useless classes.

I am enjoying my classes at UVA but I miss the small classes at PVCC and the teacher-student interaction. I do not feel that my professors at UVA are better, more prepared for lectures, etc. than those I had at PVCC. The grading structure and deadline for handing in papers and other assignments is much stricter at UVA. I think the attitude of "get it in before the end of the grading period" at PVCC does not encourage students to prioritize their work load and meet deadlines, which they will be required to do in the outside world of employment. As a PVCC student, I of course loved the small amount of pressure, but for most students this is ultimately not conducive to developing good work/study habits.

I have a 3.8 GPA in my major. I moved to Virginia in June of 1989. I called UVA for entry. The man who answered the phone laughed heartily when I told him I was intelligent and wonderful and wanted in. He said "If you really want to get in, you have to do just two things: Go to PVCC, and GET ALL A's." That fall semester, I did just what he said, and now here I am. I am so thrilled! Thanks, PVCC!!

Employment

I tried (to find a job) several places during the summer after I graduated. All interviewers said how pleased they were with my resume, but did not hire me because I had "no experience". This really made me feel down so I went for this job as a teachers assistant and got it (although I'd rather be in an office).

The assistance through the work place was very helpful and allowed me to get an education while working full time and having a family.

PVCC Faculty and Staff

I have attended two other colleges and the quality of study could not compare. The faculty and staff at PVCC have good attitudes towards their classes, jobs which reflect on the graduates at PVCC. I'm glad that I had the opportunity to attend and obtain my associates degree.

Though it has taken "quite" sometime for me to receive my degree, I can honestly say that all the years of hard work are worth it. All the staff and faculty have given me immense support in helping me to achieve my goals. I feel fortunate that I have not had to say my final "goodbye" yet and look forward to continuing my course of study as long as possible at PVCC.

Dept. Head . . . was an unsatisfactory role model and source of support. Morale was low within the student as well as faculty population in relation to (this particular individual).

The only negative experience I had while at PVCC was with [Name of person] and the [school office]. She was often rude to students, lacked sensitivity and at the least, was indifferent to students. Thankfully the [other] faculty were caring and supportive. (These negative comments are coming from an "A" student)

Advising and Counseling Services

I was totally satisfied with my instruction at PVCC. I only wish there had been more courses offered. I felt the career counselors could have done a better job of advising and helping. I had to seek information on my own!

Make students, particularly part time evening students, more aware of what is available in the aspect of employment assistance, career development. Overall I have enjoyed my classes at PVCC and am still deciding whether to continue in perhaps the Mary Baldwin program, which again I know little about, except what I hear from other students.

Curriculum (General)

I think PVCC needs to put a greater emphasis on Public Speaking activities, not just in Public Speaking class themselves but in all classes.

My instruction at PVCC was excellent. I think that some liberal arts courses, however, would benefit from having fewer papers that were longer. My english composition sequence did help me prepare for some aspects of writing long papers but it didn't require the depth of analysis expected by UVA faculty. Anyway, my grades were a little low last semester partly because of this. Now, however, I think I've got myself adjusted and should do better. Overall, PVCC did a good job in developing my enthusiasm for academic work. This presents a dilemma. I wonder if you can encourage longer papers and maintain enthusiasm? If you think you can, that would better prepare students that were interested in transferring.

I have worked as a teachers aid for many years. I was working in this capacity at a job I enjoyed while taking classes at PVCC. I graduated in May and a few months later this job requiring a degree became available. I understand there were some applicants with bachelors degrees that also applied.

My background, strong in working with children with handicaps, was an important factor, but I would not have been considered without the Associate Degree. I had also been accepted to the Mary Baldwin program but I am so completely satisfied with my position, my own class with its creative challenges, and increase in salary. I am not considering more schooling at this time.

I'm not sure how a "humanities" course will help when not in a transferable two year course of study. A degree related elective I feel would better educate an individual.

PVCC would benefit financially by developing and offering "home study" courses for regular college credits. There are many people who cannot attend classes during the day because of their work schedules. Also it is very hard to attend class that run until 9:30pm-10:00pm in the evenings, especially women with family's. Attending class twice a week is better than not attending at all.

Possibly it is time to "poll" the community for programs that are needed that would not add additional staff to PVCC but instead a student would have something to work toward (credits) that could be applied to a two year degree. Ex. Business Supervision "Certificate". PVCC could select courses of study from the Business curriculum.

The curriculum at PVCC left me feeling well prepared for the world. My current unemployment and school inactivity should not an any way reflect the services that PVCC gave me.

Curriculum (Health Care)

It has been said many times that nurses from PVCC are much better prepared and competent than those from four year schools. The focus at PVCC Nursing Program is much more towards what really counts out here.

This may be difficult in these constrained fiscal times, but nurses are needed and the excellent faculty at PVCC contributed greatly in my preparation for a nursing career.

I felt I was very well prepared graduating from PVCC. I looked at other schools before choosing and enrolling at PVCC. PVCC met the requirements and standards I set for myself educationally. The scheduling of courses enabled me to pursue and complete my educational goals. I have highly recommended the PVCC Nursing Program to others. The instructors were also very sensitive, helpful and educationally prepared. I felt very comfortable with them, and putting my career in their hands. Thank you.

Specifically in regard to nursing curriculum, I feel there should be a Nutrition (and Exercise ?) class offered.

I feel my nursing education was excellent at PVCC. I feel I was much better prepared to do clinical work than my UVA counterparts coming out of a four year program. This is due greatly to the fact that PVCC students have much more clinical time, at the bedside, than do the UVA students. I cannot comment highly enough on the talent and nursing skills of the PVCC nursing faculty. They were without exception, superb.

The nursing program at PVCC is considered one of the best by the Nursing Recruitment & Retention Center at UVA. Please continue to fund this program strongly and adequately.

Curriculum (Science)

The math at PVCC is good; with a staff of seasoned instructors. Chemistry as well was strong. Physics, however, I found from the university level which I took, and the other levels I tutored for after graduation to all be weak. The trouble it seems, is frequent turnover of instructors. Overall the school is very good. Plenty of individual attention as needed.

One suggestion - offer more science courses in the evening - (for those working full days) - especially chemistry courses.

I would like to see more transferable classes as minimums in the Mech. Tech. Curriculum. The low enrollment in Tech. Math and Tech. physics would not be a problem and if a student changed their mind and decided to go on with college, more classes would transfer.

Courses that include a "lab" should be given more credit hours. Because a student always puts in more than the college required number of "lab" hours.

Curriculum (Business/Accounting)

I am self employed. I was before I attended PVCC. I am over forty and have had my own business for thirteen years and have seven years previous experience in this field and the business world. I did not find the courses geared toward a small business like I wanted.

I think PVCC's Business Administration Associate in science degree program was excellent.

Curriculum (Respiratory Therapy)

It was a shock to me to hear that the Respiratory Program will be ending at Piedmont. There were so many people that I had talked to about going into the respiratory program. What can these people do?

Continue the Respiratory Therapy Program.

Be more flexible with the Respiratory Therapy Program which has been terminated. Provide past grads of Resp. Therapy programs with information about other health care fields such as nursing etc. Send graduates catalogs to see what's available at PVCC to further their education.

You can improve your program of studies by not dropping the Respiratory Therapy program from the school. I am very, very angry. These instructors are #1 in what they do. Do you know there is a shortage of Respiratory Therapists? I had to take three national boards to become fully registered. The first test was $75 to become certified which I took in July and passed. The second test was in December. It was all day long from 8:00 AM until 4:00 PM containing two tests. I passed both. The cost of this was $175. Without proper instruction from my instructors this would not have been

possible. Less than half the people who take these tests actually pass them. That says a lot for PVCC's old Respiratory program which should still be at the school. Again I state - I am VERY VERY ANGRY!!!

Curriculum (other)

I was very pleased with all the classes I have taken at PVCC. I would like to see more early childhood classes offered.

I found it very hard to listen to my instructor and at the same time copy notes from the overhead machine. Maybe more handouts would have made it easier for the students.

I was involved in classes pertaining to refrigeration, air conditioning (heating) and industrial motor controls. I have realized there is a great need for these classes to be offered by PVCC to the service industry. I found the instruction and concern for the student in this curriculum exceptional. While attending PVCC, I found that I was not the only of a few students (over forty). Expand their capabilities. Hey, Thanks!

PVCC gave me a solid basic education in programming logic language syntax and in the application programs - such as DBaseIV and Lotus.

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